



West Melton – Self Evaluation Sep 2018

OVERALL EFFECTIVENESS

Evidence	<ul style="list-style-type: none"> • The quality of teaching, learning and assessment is an improved picture overall. • The school is improving rapidly and consistently. • Leaders and governors are now working together more effectively and have a clear strategic plan. • Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being. • Safeguarding is effective
Area	Grade
Overall Effectiveness	Requires Improvement -Moving to good
Effectiveness of Leadership and Management	Requires Improvement -Moving to good (p2-6)
Outcomes for Pupils	Requires Improvement (p7-8)
Quality of teaching, learning and assessment	Requires Improvement -Moving to good (p9-12)
Quality of Personal Development, Behaviour and Welfare	Good (p13-15)
Effectiveness of Early Years Provision: Quality and Standards	Good (p16-17)

School Context

West Melton is a smaller than average primary school, however the number of pupils on roll has increased by over a third since the last inspection due to housing developments in the area. Our admission number in Reception and KS1 is 30 and we have a 45 place Foundation so can admit 30 part-time places in Nursery (15 in the morning and 15 in the afternoon). The school is situated on the outskirts of Rotherham, in the centre of a small council estate and has a mixture of private and council housing. There is high mobility, mainly linked to housing association and rented housing, and as a result it is often difficult to assess progress as the cohort changes. Although the majority of pupils are from white British families (85%), a growing proportion of pupils (27) are entering the school with English as an additional language, 15%.

On entry data to Nursery demonstrate that significant proportions of a cohort will start school either well below or below national expectations. The proportions, of course, vary each year, but in 2017/18 16 out of 22- 73% children were significantly below and 22 out of 22 100% were below. A large number of children have significantly poor speech and language and, as a result, we employ a speech and language therapist to work a day a week in school, predominantly in EYFS and KS1 providing quality first early support. A large number 10 (45%) are on the SEN register. The school has high percentage of children (31.8%) recognised with SEN. with 5% EHCP (3 more currently in process) Our Pupil Premium percentage is significantly higher than National percentages at 58.2%. All of the current year groups, except FS, have much higher than average percentages. For example, Y6 has 75%, The lowest proportion is in Y3, but there are still 33% in the group. The school's deprivation indicator shows that West Melton has a higher than average level of deprivation. Currently, we have 7 looked after children and have had up to 13 children go into Care since September. There are a high number of vulnerable families – children requiring social care intervention through child protection conferences and Child in need meetings. There are currently 32 children/ 15 families receiving support from social workers and a number of vulnerable families are accessing support from Early Help. In addition, there are 6 children are receiving counselling support from a bought in school counsellor, who also works with groups of children to provide pastoral support for 2 days a week. The school provides lunchtime Nurture Group for vulnerable pupils in need of additional support. A Learning mentor also provides support for our referred vulnerable pupils to enable barriers to learning to be removed. All FS children are screened in speech and language by Bought in Speech and Language Therapist who also works once a week in school. In September 2016 started the process of joining an academy and becoming part of Wickersley Partnership Trust. We continue to work jointly with other primaries in the Trust to quality assure teaching and learning, ensuring judgements are accurate, providing commitment. We are working collaboratively to tackle underperformance and continues to raise standards.



Effectiveness of Leadership and Management

We think the effectiveness of leadership and management is moving to good because	School rationale	Evidence summary
<p>Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. (1)</p>	<p>The arrangements for safeguarding are effective, and leaders have prioritised the need to ensure that staff are fully informed about how to identify and support pupils who may be at risk of harm. The electronic recording system that supports safeguarding is well understood. Where safeguarding concerns have been identified, leaders have taken prompt and tenacious action to ensure that appropriate support from external agencies has been sought and provided. Senior Leaders have forged effective links with local family support workers, and have been able to identify and request early help support for families, which in some cases has deescalated situations and prevented the need for social care intervention.</p> <p>Safeguarding is included in weekly briefings for staff. Safeguarding policies and audits are completed and reviewed annually by senior leaders and governors.</p> <p>Cpoms is used as an individual record of any incident of behaviour, health, attendance and safeguarding record.</p> <p>Reports/graphs are now being used from Cpoms to analyse behaviour and specific categories and address these more effectively, for example a number of incident around behaviour/name calling and lead to the organisation and planning of a friendship week in school with anti-bullying workshops in all year groups by an external provider.</p> <p>More children can access nurture provision during lunch times and assembly times – these children are much more positive, calm and ready to learn. There are Less incidents on the yard at lunchtimes. Pupils have roles as Playground leaders and rights respecting role models to ensure that they promote a happy and nurturing environment, respecting each other's right to be safe and healthy.</p> <p>WPT review outcome stated: Relationships are strong A-A, A-C, C-C throughout and there is an inclusive feel to the school. At its best the children are thoroughly engaged, enthusiastic about their learning and willing to share their experiences. Pupils talk knowledgeably and at length about their learning. Children and adults were warm, welcoming and there was a pleasant and safe working atmosphere within school. The characteristics of effective learning build from an excellent foundation including; independence, co-operation, peer to peer support, resilience and a positive behaviour.</p> <p>A positive behaviour policy has been recently introduced in a whole school inset day and implemented by staff, which includes a focus on improving low-level class behaviour. More recently SEMH needs have risen so as a result the school now employ a counsellor/nurture support worker 2 days a week. As a school we also have plans to train in emotion coaching and become an attachment friendly school.</p> <p>The school internal environment is clean, tidy and secure. Security fencing has been installed to segregate the car park from</p>	<p>CPOMS Multi agency reports SCR Gold DA level award HT report to Gov Learning environment. Safeguarding audit Inclusion register trackers Incident reports Letters/emails of challenge Request for support</p>



	<p>the pedestrian routes, and as a result access is being more safely managed. An internal fob system has been put in place so doors to school and staff areas can only be accessed by staff.</p> <p>Attendance is monitored daily and scrutinised thoroughly for patterns of absence. A new policy is now implemented which involves a more rigorous monitoring system and approach to tackling poor attendance. Attendance pannels are held and lead by a WPT leader. A free Breakfast club is now provided for all children to support the aim to improve attendance. More children can access nurture provision during lunch times and assembly times – these children are much more positive, calm and ready to learn. There are Less incidents on the yard at lunchtimes. Pupils have roles as Playground leaders and rights respecting role models to ensure that they promote a happy and nurturing environment, respecting each other’s right to be safe and healthy. A new Learning mentor provides additional pastoral support identified for specific needs and pupils, removing barriers to learning.</p>	
<p>Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school (2)</p>	<p>Leaders and governors have high expectations for the school. There is an established culture of high expectations and targets demonstrate challenge towards securing increased rates of progress for all children. A new Deputy Headteacher has been appointed by the school and Wickersley Trust in order to add further capacity and experience to the SLT.</p> <p>A new school vision has been developed by Leaders, Governors and current staff which is more aspirational and captures the need to ‘strive for success’. This is regularly reviewed and forms the central focus for all the planned CPD opportunities for staff.</p> <p>Every member of the governing body was involved in the recent review process, demonstrating a desire to improve still further. Distributed leadership is improving. All Teachers and teaching assistants (TAs) work closely together as a team. All teachers have a subject leadership responsibility and have developed action plans as part of a WPT leadership session, accessing statutory and current CPD, leading staff meetings and leading the monitoring and evaluation of their subject area, which SLT member will train them up with. Two teachers are undergoing an NPQML qualification from September in order to develop their leadership skills and effectively lead on whole school developments .</p> <p>All teachers and support staff members are part of a curriculum team and all have roles and responsibilities within this that contribute towards the developing Excellence plan. All teachers and support staff now attend all staff meetings CPD and contracted hours have been adapted to include this. The impact of this has been that approaches, decisions and non-negotiables are clearer and more consistent by all staff.</p> <p>All staff are set targets in performance management meetings that are reviewed, supported and challenged if needed. We monitor progress termly and ensure any individuals falling behind receive support. Leaders analyse data by different groups, and report this to governors. Performance management is up to date.</p> <p>Teachers’ performance is monitored against the Teachers’ Standards and the progress of their class is used to determine their progression up the pay scale.</p>	<p>Non negotiables, DEP Pupil Summative Target Setting, Pupil Progress Meetings, staff appraisals, Feedback from T&L reviews, Regular Monitoring. Subject action plans Curriculum team action plans. Performance management.</p>
<p>Leaders and governors have an accurate and comprehensive understanding of the quality of</p>	<p>Strengths and weaknesses are effectively identified through accurate self-evaluation which takes into account the views of staff, children, parents and careful monitoring, analysis and self-challenge. The senior and middle leaders evaluate school and plan for improvements through action plans. Leaders make effective contribution to the monitoring of the quality of</p>	<p>Governors meeting minutes, Governor</p>



<p>education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work. (3)</p>	<p>teaching though data analysis, work scrutiny, lesson observations, drop ins and conversations with staff. The Headteacher has adapted and introduced a much more detailed report for Governors which keeps them up to date with any progress made against the development plan targets. They are developing a better understanding of data and are starting to question and challenge the school leaders now. Subject leaders present impact reports to governors to keep them informed of any actions and the progress that has been made as a result. They have a better understanding of data a External teaching and Learning reviews are carried out by Wickersley Trust Primary leaders alongside school leaders in order to quality assure judgements, ensure high expectations are maintained and provide targeted support for school improvements and beginning to use this to monitor and challenge the school leaders.</p>	<p>questions, Regular meetings with the Chair of Governors, Middle Leader reports for Governors. Key Issues report DEP SLT meeting minutes WPT reports Teaching and learning reviews Subject leader impact report HT report to governors</p>
<p>Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly (2)</p>	<p>The quality of teaching and learning has improved, through focused monitoring, coaching systems and clear guidance and expectation. Teachers requiring improvement last year had a support plan in place which was monitored regularly. Both teachers have since left and two new experienced teachers have been appointed for September, strengthening the teaching profile, following a robust recruitment process. The use of data is improving; it is central to termly pupil progress meetings with teaching staff, and pupils. It is used to analyse gaps and individual pupil needs and informs our proactive interventions The senior team are focused on improving teaching and learning outcomes and leaders proactively contribute to the professional development of colleagues and are role models in seeking support from others such as work with partners in WPT. Staff evaluations and lesson observation outcomes on the whole show that training has had an impact on teaching and learning and techniques are being implemented. Subject moderation has raised awareness of year group expectations for all staff. Individual training is being implemented in the classroom. Subject leaders had lead staff meetings to ensure that we all kept up to date and informed with statutory information. Teachers use new differentiated learning intentions and sc, following outcomes from the last teaching and learning review where this was deemed inconsistent. However, expectations are pitched well in all reception, year 1 and year 2 phonics and maths lessons, where pupils are grouped by ability and the school system is closely followed. The EYFS teachers plan systematically and ensures a good balance between teacher-led work and child-initiated activity. There is free flow to the outdoors whenever the TA is available. Lesson monitoring shows all adults question effectively and</p>	<p>impact reports, staff questionnaire, subject leader report, M&E system. CPD planned, SLT minutes</p>



	<p>intervene effectively in play to ensure challenge.</p> <p>Marking is improving. Work monitoring shows teachers give clear points to pupils to improve and the teachers follow them up. Homework is consistent and has been recently altered to offer a menu of activities/projects that the child and parent supporting can choose from. Reading is given throughout the school, and weekly spellings and times tables.</p> <p>Teachers have satisfactory and often good subject knowledge. As a result, lessons are often stimulating and interesting. Teachers plan a good range of activities. All are now encouraging spoken language and peer and group discussion as part of our drive to raise writing and comprehension standards.</p>	
<p>Leaders consistently promote fundamental British values and pupils’ spiritual, moral, social and cultural development. (2)</p> <p>Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. (2)</p>	<p>The school places a strong emphasis on developing fundamental British values as part of pupils’ spiritual, moral, social and cultural (SMSC) development. Pupils visit the local church as part of their work on different faiths. They also work with the local police to understand the importance of the rule of law. Pupil voice is high on our agenda as a school; Children have many opportunities for their voices to be heard. We have a student council and the pupils all complete questionnaires on their lessons, the environment and anything they want to change. We also have a ‘Rights Respecting Citizens’ group, who meet to discuss how they can promote and ensure that all the rights of the children are understood, respected and promoted by both children and staff in school. They are also working on developing more of an ‘Ambassador for Rights’ role, by supporting other children’s rights in the local community and in other countries. They have helped to raise money to help children in Syria receive education packs, and have collected food banks to support local children in need. All children have the opportunity to talk to senior staff on a regular basis and use these occasions to share their views.</p> <p>Both groups of pupils are democratically elected annually having shared their manifesto with the whole school and regular meetings also follow a democratic decision making process.</p> <p>Democracy is explained and children are given many opportunities to debate the issues currently being addressed in the news.</p> <p>Pupils are encouraged to know, understand and exercise their rights and personal freedoms. They are both specifically and discretely taught about all the rights, in both lessons and assemblies and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Assemblies regularly promote ‘respect’, and pupils have been part of discussions related to what this means and how it is shown. Respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.</p> <p>The whole staff have accessing a range of LGBT training, awarded to the school and funded by Barnardos in order to raise further awareness and raise this in the community. We have been praised for the Transgender policy that is in place. Celebration events and curriculum presentations provide the parents with the opportunity to see a variety of learning by each class. Last year a diversity event and an art gallery were very well attended.</p>	<p>SMSC Folders, Assembly Focus, Right’s Respecting, PHSE curriculum, RE curriculum, Counselling, Barnardos Training</p>
<p>The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects</p>	<p>The curriculum is good. It complies with the requirements of the National Curriculum. It is well planned to cover a range of topics and to incorporate all subjects and helps pupils to develop key learning skills. The topics and visits engage and interest pupils and offer many opportunities for writing. As from the last Summer term and this year, we have chosen key texts as a driver to the topics in order to develop children’s knowledge of different language and a love for reading. These texts are also selected on their lexile score in order to ensure they are age appropriate and provide good challenge and a variety of language. Whole school topics are based on humanities, science and current events – such as a natural disasters topic linked</p>	<p>Curriculum map Website Displays Topic books Smsc books</p>



<p>of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. (2)</p>	<p>to Haiti. Pupils talk to staff about how they enjoy topics on Pearl Thorpe, Cusworth hall and Eden Camp. The school curriculum is under constant review and this year specialist teachers from WPT are providing staff CPD and subject specialism in MFL and Music. Curriculum plans have been updated to ensure all humanities, science and creative arts are planned for alongside opportunities to apply basic skills –e.g. cross curricular/creative writing, data handling in science etc. WAGOLs are used in all subject areas where possible to ensure that children have models of a what a good quality outcome looks like.</p> <p>High expectations for the quality of presentation is evident in other subject areas and stimulating displays. Children show much more pride in their work.</p> <p>The primary PE grant is used to support staff CPD through the delivery by specialist teachers from WPT and this year, additional swimming opportunities for other year groups. This partnership also creates further opportunities as staff have access to the local and national sports festivals competition agendas. School has competed in cross country, basketball, football and gymnastics amongst others.</p> <p>We have a range of extra- curricular afterschool clubs available and are now providing holiday clubs and family focused clubs due successfully being awarded of lottery funding.</p>	
---	--	--

Next Steps

<p>2.1 To make more effective use of school information systems to check the progress of different groups identify the impact and next steps.</p>	<p>See DEP See action plan See Governor action plan Training & more effective use of data for Governors in order to develop a better understanding of where the school is and work more strategically alongside SLT. Further distributed Leadership – monitoring and evaluation systems effectively used by all leaders.</p>
<p>2.2 To use the graduated response system and policy to track and improve attendance.</p>	<p>See policy & action plan</p>
<p>2.3 To implement clear roles and responsibilities within the new SLT team.</p>	<p>See DEP See CPD plan</p>
<p>2.4 To further develop the role of middle leaders and their whole school role.</p>	<p>See DEP See CPD plan</p>
<p>2.5 To ensure governors have an accurate understanding of the school's effectiveness and the action plan from the Governance review is embedded.</p>	<p>See Dep See Gov action plan</p>
<p>2.6 To develop the wider curriculum and the range of opportunities in reading and maths through scientific, technical and physical learning.</p>	<p>See DEP See Curriculum plans</p>



Outcomes for Pupils

We think outcomes for pupils is moving to good because	School rationale	Evidence summary
<ul style="list-style-type: none"> • Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points. 2 • In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points. 2 • Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check. 2 • Pupils' progress is above average or improving across most subject areas. Progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas. • Where attainment overall is low, it shows consistent improvement. 2 	<p>Evidence: Cohorts are very small on the whole and as the size has varied over the last number of years (around 11-27) attainment on entry varies from below to above expectations in different years. However, we can show good overall progress in each Key Stage.</p> <p>The 2016/17 cohort entered reception with attainment significantly below expected. They made good progress through the EYFS with an above national average proportion reaching a good level of development. Standards at the end of Foundation Stage have an established 3 year upward trend and in 2015 (moderated) and in the last two years, outcomes were above the national average (despite low starting points)</p> <p>Progress in phonics has improved and is now good at KS1, although KS2 Comprehension now needs to improve. The 2017 results for year 1 pupils in phonics were above national average and show a 3 year upward trend. Our Y2 Phonics results were also above national average this year(56%)- a significant improvement compared to last year, when none of our Y2 pupils who resat the Phonics managed to pass.</p> <p>Reading at home is encouraged and all children have reading homework. A variety of Reading rewards are given for those pupils who complete their home reading every five weeks. At the end of the year, children who have read at home consistently receive a reading trophy. Over the last few years the number of trophies has significantly increased from 22 when it was first introduced to 57 awarded this year.</p> <p>Attainment in KS1 is improving rapidly. The cohort finishing year 2 in 2017 made significant progress in all subject areas, narrowing the gap to National and showing a 3 year upward trend , significantly in this year, compared to the previous Y2 attainment figures.</p> <p>The cohort finishing year 6 in 2017, although didn't reach floor targets in attainment, compared to the previous year show a significant upward trend. As a result of historical inconsistent teaching lower down the school, especially in lower KS2, the Y6 cohort had a lot of ground to make up in . While attainment</p>	<p>Data Raise Progress trackers Pupil progress mtgs</p>



	<p>was disappointing, it was not unexpected, but our monitoring told us they had made very good progress. This has been confirmed by the release of the progress measures that are in line with national averages in reading, above national in maths and significantly above national in writing – in which were externally moderated in.</p> <p>Internal tracking shows a similar picture for current pupils’ progress. Lesson monitoring supports this picture. Year 6 pupils are on targeted to reach the National standards, with higher proportions than nationally making and exceeding expected progress levels.</p> <p>Disadvantaged pupils make consistently good progress. They are making similar and in some cases better progress to other pupils nationally at KS2 in reading, writing and maths. KS2 2016-17 results show that we are narrowing the gap to National from low starting points. Our Y6 Pupil premium children made better progress in maths – just below national averages and above average in writing. The SEN children made significant progress in writing and maths, as did the less able pupils.</p>	
<u>Next Steps</u>		
<p>Ofsted Key Issue 1 1.1 To continue to make accelerated progress in order for children to close gaps to National expectations in Reading, writing and maths in all Key stages.</p>	<p>Reading strategies implemented New resources, Cpd, M & E plan Headstart assessments & Trackers used.</p>	
<p>Ofsted Key Issue 1 1.2 To make accelerated progress from low starting points in EYFS.</p>	<p>Targets set from baselines. SALT to individual screen all pupils in order to quickly identify support needed by her and through staff trained in Early Talk. FS team to work a unit, adults identified as key staff for specific children in order to target support more effectively.</p>	
<p>Ofsted Key Issue 1 1.3 To ensure throughout each year group and across the curriculum, including in English and mathematics, current pupils make sustained and accelerated progress, developing excellent knowledge and understanding, considering their different starting points.</p>	<p>Effective target setting process in place to increase challenge and set high expectations. Pupil targets set for all pupils, shared with pupils and parents. Intervention plans completed for vulnerable learners with agreed actions and support identified by class teachers and support staff. Booster support</p>	
<p>Ofsted Key Issue 1 1.4 To ensure rigour and challenge for higher ability children in all subjects, ensuring the progress of abler, disadvantaged pupils, SEND and vulnerable groups of pupils matches or is improving towards that of pupils nationally.</p>	<p>Trackers See DEP</p>	



1.5 To work collaboratively across WPT schools to moderate and agree judgements for accuracy.	M & E T & L Review
Ofsted Key Issue 2 1.6 To use assessment and data trackers effectively in order to inform planning and teaching and learning.	Headstart assessments Trackers used by all staff.
1.7 For all staff to ensure pupils read both academically and for pleasure across subjects with fluency and comprehension to a high standard.	Reading trackers Reading reward system.
1.8 To provide plenty of opportunities to apply basic skills across a range of curriculum subjects.	Curriculum review Assessment outcomes.
1.9 To develop and promote 'active learning' in all classrooms.	CPD M & E
2.0 To further promote fundamental British values through the spiritual, moral, social and cultural development of the curriculum.	Curriculum SMSC books SMSC quality mark



Quality of teaching, learning and assessment

We think quality of teaching, learning and assessment for pupils is moving to good because	School rationale	Evidence summary
<p>In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. (2)</p>	<p>Since the last inspection there has been a newly configured Senior Leadership Team. Each teacher is part of the middle leadership team and developing their roles and responsibilities within school and their curriculum teams. There has been a marked improvement in the quality of teaching, with most being judged as good, and a small proportion of teaching is now outstanding. The staff are motivated and determined that all children succeed and this</p> <p>Focus has been placed upon</p> <ul style="list-style-type: none"> • Learning Intentions and success criteria to frame all learning • 'WAGOLLS' to model good examples, including style and vocabulary • WAGOLLS produced now include the SPAG being taught in that week and reflect high expectations. • TA support is planned for on weekly overviews. • Teaching of SPAG terminology, identification in writing and pupil's use of terms are good. • Children use reciprocal reading strategies to clarify and predict new vocabulary in WAGOLLS provided. • Structured mentoring, including weekly support for planning, from SLT • Weekly monitoring with clear expectations and actions as a result • Pupil progress meetings to ensure no child is falling behind • Same day interventions • The impact of teaching assistants and developing their skills to provide good quality marking and feedback • Improved marking and feedback – recognition of strengths, areas for development and time for pupils to respond and improve their learning (see purple pen) • Stimulating learning environments which support independent learning and engagement • Whole-school reading strategies, including Read, Write, Inc and Reciprocal Reading. Impact of RWI can be seen in the improved phonics outcomes. • Impact of teaching on outcomes through the appraisal process and pay progression. 	<p>M & E evidence TOAPs Appraisals Pupil progress mtgs Same day interventions T & L reviews</p>



	<ul style="list-style-type: none"> Pupils physical well-being and expertise in sport are a core feature of the curriculum. The sports premium helps to support the excellent PE provision within school. 	
<p>Teachers use their secure subject knowledge to plan learning that sustains pupils’ interest and challenges their thinking. They use questioning skilfully to probe pupils’ responses and they reshape tasks and explanations so that pupils better understand new concepts (2/3)</p>	<p>Teachers have satisfactory and often good subject knowledge and, where it is weaker, they draw on ideas from colleagues who have now subject leader responsibilities in the areas where their knowledge is strong- e.g. the Y6 teacher is leading SPAG due to her strong knowledge as identified by LA consultants too. As a result, lessons are often stimulating and interesting. Teachers plan a good range of activities. All are now encouraging spoken language and peer and group discussion, use of WAGOLLS and support scaffolds as part of our drive to raise writing standards. Through partnerships with Wickersley Partnership Trust (WPT) we are now seeking to provide children with further opportunities in specific subject areas .MFL and Music specialist teachers are now providing KS2 with high quality teaching and learning and staff with effective CPD opportunities in these subject areas too.</p> <p>Teaching has many strengths that promote pupils progress. In particular, teachers and teaching assistants constantly model the use of full sentences through questions and responses, and use of technical and topic related language to promote the use of subject-specific language and improve literacy skills throughout school</p> <p>A focus has been placed on the teaching of mathematics skills through the introduction of the Big Maths programme – this has led to improved rapid recall and calculation skills. Our focus has now moved to reasoning and teaching pupils to explain their thinking using mathematical language.</p> <p>However, where teaching is not yet consistently good in all classes as teachers do not always provide enough challenge for the more able.</p>	<p>CPD T & L reviews Impact report Pupil progress meetings Appraisal targets Action plans</p>
<p>Teachers set homework, in line with the school’s policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. (2)</p>	<p>Homework has been review and adapted to provide a variety of opportunities for creativity and parental involvement. Termly projects linked to class topics have been fabulous and proudly presented in class and in assemblies. Homework is now presented as a menu of activities with the option of a different way of presenting it – leaflets, posters, models etc.</p> <p>Reading homework, spellings and number/timetables homework are set on a weekly basis.</p> <p>Parents are provided with a class narrative of what the children will be learning at the start of each term in order to inform them of how they can help at home too.</p> <p>Homework clubs are offered to KS1 and 2 classes, and booster classes are also offered for Y2 and Y6 . There is a wide range of extra-curricular activities taken up by pupils. They</p>	<p>Homework Cpd Lesson observations</p>



	<p>thrive on challenge and engage positively with school events and competitions. The homework set by staff helps pupils to develop and consolidate skills and knowledge from each weeks learning and also provides opportunities for pupils to complete longer term projects. Pupils thrive in these projects, producing fantastic and innovative ways to show their learning. These are displayed in exhibitions of pupils work for parents and pupils to admire.</p>	
<p>For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. (2)</p>	<p>Literacy review by LA Literacy advisor Amy Parry alongside Literacy Lead from BW, Literacy Coordinator M Foster and HT Z Norris showed that the Data shows significant improvements in the results of the phonic screen and a phonics programme (RW Inc) is in place. The teaching observed was reviewed to be much more consistent due to further training, cpd and resources provided for staff delivering this. In Y1 the impact of phonic interventions and additional reading/comprehension interventions has meant that the Phonics score continued to significantly improve resulting in 81% passing which was in line with National and local averages. Our Literacy Leader shared our RWINc practice with other schools in Rotherham by the Local Authority.</p>	<p>Literacy review T & L review Phonics results</p>
<p>Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. Most pupils commit to improving their work (2)</p>	<p>Improvement in learning behaviours throughout school. Handwriting/presentation skills are improving throughout school. Displays in classrooms and around school display and celebrate a variety of children’s learning and are good evidence of better quality presentation and quantity of learning.</p> <p>Displays have been commented on positively and identified as a strength by external visitors. Quality Mark status was successfully awarded. T & L reviews outcomes showed that at its best, learning is challenging, appropriate and meets the needs of most children, ensuring the children make progress within lessons and across time. This was particularly strong in EYFS, Y3 & Y5. Lessons were well sequenced and built learning upon learning using work already undertaken and opportunities to deepen understanding and build resilience. Adults in school clearly know the children very well and can talk about their individual circumstances whilst been able to demonstrate their response to pupil needs in the provision they are providing. Pupils are confident to ask and answer questions in class and they do this regularly.</p> <p>Pupils are proud of their work in books and on display. They talk enthusiastically about their learning and other aspects of school life which they enjoy.</p>	<p>Environment walks M & E T & L reviews</p>



<p>The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.(2)</p>	<p>Parent and pupil information sessions are held 3 times throughout the year. Parents are invited to attend with their children to discuss what they are learning, learn what their targets are and how they can help at home. Parent workshops –eg phonics/RWINc sessions, e-safety learning, curriculum celebration mornings are held each term. These are well attended by parents. Parents are informed visually through Dojo about any achievement their child has made.</p>	<p>Parent meeting records Parent questionnaires Dojo comments</p>
---	--	---

Next Steps

<p>3.1 Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected. (K11)</p>	<p>.See DEP See M & E plan See CPD plan</p>
<p>3.2 To further develop the use of effective marking & feedback to move learning forwards and provide appropriate challenge</p>	<p>See policy See work scrutiny</p>
<p>3.3 To improve the teaching profile to consistently good with the aim to move to outstanding.</p>	<p>See Teaching profile overview</p>
<p>3.4 To develop successful strategies to engage parents and carers and provide them with information about how to support their child to improve.</p>	<p>See parent events See questionnaires’</p>
<p>3.4 For leaders to ensure school is a ‘reading school’ and pupils read widely and often across subjects and for pleasure. To monitor the effectiveness of the teaching of reading.</p>	<p>See environments</p>
<p>To provide pupils with a wider ranger of vocabulary skills.</p>	<p>See children’s work</p>
<p>3.5 To provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</p>	<p>See curriculum</p>
<p>3.6 To ensure that the teaching of spelling forms a key part of the writing learning journey and is more high profile in school.</p>	<p>See policy CPD plan SPAG outcomes</p>
<p>3.7 To embed a calculation policy.</p>	<p>CPD, calculation policy, M & E</p>



Quality Personal Development, Behaviour and Welfare

We think quality of Personal Development, Behaviour and Welfare for pupils is good because	School rationale	Evidence summary
<p>Pupils are confident and self-assured. They take pride in their work, their school and their appearance (2)</p>	<p>Pupils take pride in their work and try their best. This is evidenced in their books and the displays around school. Last year we had a whole school push on handwriting and children are now keen to earn a pen licence.</p> <p>Our pupils are not afraid to ask questions in class and are very open, honest and friendly to visitors. They speak proudly about the school and what they have achieved and have confidently performed at other venues such as Wath comprehensive school festivals, Shakespeare festivals at Magna and more recently Clifton park, choir performances in church , at the trades centre and arena. Too.</p> <p>Our Student council and Rights Respecting groups of students are often given the responsibility of speaking and interviewing visitors and candidates, which they always do with much confidence and honesty.</p> <p>After a new school logo was designed and voted for by the children, the presentation of pupils has significantly improved due to new uniform that has recently been introduced. Pupils are encouraged to wear the correct footwear, uniform and P.E kit by all staff.</p>	<p>Student council RRS group Assemblies Pupil voice records & questionnaires</p>
<p>Pupils’ attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. Pupils show respect for others’ ideas and views. Pupils conduct themselves well throughout the day, including at lunchtimes.</p>	<p>In class, pupils have excellent attitudes. They listen well and any disruption is extremely rare. They respond very well to opportunities to discuss work and they also work in groups. Teachers apply behaviour rewards very consistently and these are valued by pupils. Pupils enjoy collecting their dojo/proud points and spending them at the reward shop.</p> <p>Our whole school visual behaviour system also encourages</p> <p>Our pupils demonstrate lovely manners around school and conduct themselves in a sensible way. At Playtimes and lunchtimes, a variety of activities and equipment is accessed by the children. Lunchtime clubs such as choir, dance and football are also provided.</p> <p>We also have nurture provision for children during these times to ensure that vulnerable children have pastoral support and avoid any triggers for negative behaviour.</p>	<p>T & L reviews Environment walks</p>
<p>The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare</p>	<p>We are proud of our school environment and encourage our pupils to look after it too. Pupils are appointed jobs are library monitors, cloakroom monitors, Playground equipment monitors. They take these seriously and do their best to ensure these areas are tidy and organised.</p> <p>Our Behaviour policy is used consistently and effectively by all staff to ensure that high expectations for behaviour and attitudes are in place. From EYFS up to y6 children follow clear routines which involve some movement to different groups in the mornings. This is done very smoothly.</p>	<p>M & E Environment walks T & L reviews</p>



	<p>Low level disruption is rare and monitored by all staff using our class behaviour chart system. Children are encouraged and motivated to achieve a 'fabulous' and 'extraordinary' position on the chart.</p>	
<p>Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.</p>	<p>We have had no exclusions since the last inspection, and visitors and parents often comment on how good behaviour is. In class, pupils have excellent attitudes. They listen well and any disruption is rare. They respond very well to opportunities to discuss work and they also work in groups. Teachers apply behaviour rewards (proud points) using the dojo online system, very consistently and these are valued by pupils and parents. Effort Grades are also awarded and recorded in books towards effort displayed and achieved in class. The majority of Parents are confident that their children are safe. They describe the school as having a great family atmosphere.</p>	<p>Exclusion record Cpoms Behaviour reports on HT report M & F policy Parents questionnaire</p>
<p>Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.</p>	<p>Observations at play time show that boys, girls and different age groups play extremely well together. We have had no racist incidents since the log was started. We record all bullying incidents, which are very rare. We have a new anti-bullying policy in place that was the result of a Friendship week where all classes focused on the acceptable use of language and actions with LA anti-bullying officer. New leaflets of information were also sent out to Parents following this week. We have a 'Diversity' week planned for this year and are currently working with a Barnardo's ambassador to develop staff awareness on LGBT through a series of INSETS. Through their work in assemblies, curriculum topics such as 'Friendship week', PSHE and visits such as 'Crucial Crew', pupils develop a strong awareness of different types of bullying. Our school also works with parents to provide guidance on social media. Work with the police, fire service and cycling proficiency, help pupils know how to keep themselves safe and learn to recognise potential hazards both in and out of school.</p>	<p>Anti-bullying policy Cpoms Assemblies cpd</p>
<p>The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.</p>	<p>Understanding of safety and risk is developed extremely well through the curriculum. Internet safety and cyberbullying are discussed in personal, social and health education (PSHE Pupils demonstrate a very clear understanding of safety through their play, including in reception. The same is true of older pupils in their project work, such as on road safety. Pupils develop their understanding of right and wrong and their consequences through their work in class and PSHE lessons. Y6 take part in Crucial Crew events organised by South Yorkshire Police and focussed on making the right choices and the consequences of the wrong choices. School prepares pupils to be young citizens. Health and wellbeing is a focus throughout school – all children have access to external sports provision and we have also received a good practice award for our whole school 'daily mile' initiative which encourages the children and staff to exercise on a daily basis. Our sporting efforts and achievements have also contributed towards our Gold Sports Mark award. An increasing amount of pupils with SEMH needs have been identified from our cpoms analysis last year</p>	<p>Healthy schools Policies Sports Mark God practice award.</p>



	and as a result we have appointed a childrens counsellor who works with 6 children 1 to 1 and groups of children with various needs 2 days a week. She is currently working with children on self-regulation and recognising emotions.	
Pupils’ spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens	A variety of faiths and cultures are represented in our school. Assemblies each week are based around cultural, spiritual and religious themes. We work closely with the local church who also provide ‘open the book’ bible assemblies which are acted out for the children each week. As a rights respecting school, our assemblies also have a focus on global and local news , raising further awareness for the children. Our children are encouraged to consider others, through assemblies and charity events. Pupils have help to raise funds for children in Syria taking part in the ‘Rights to Change’ Unicef campaign, comic relief, Barnados, Children in Need, Macmillan Christmas jumper appeal, collected food banks for local families, taken part in the ‘Christmas toy appeal’ and recently as a community we have also held a successful ‘Race for Life event’. Our children have developed their own class charters with their teachers based on the articles of the Rights framework.	
Next Steps		
To ensure effective safeguarding procedures and statutory guidance and training are in place for all staff and governors.	.See DEP See CPD See audit	
To effectively support the high level of SEMH needs and remove barriers to learning.	See CPD	
5.1 To continue to work with pupils and families to prevent all forms of bullying, including how to stay safe online and the dangers of inappropriate use of mobile and social networking sites.	See curriculum plans & policies Anti-bullying week plan	
5.2 To further develop system for celebrating and raising attendance to be in line with national figures.	Attendance trackers	
5.3 To develop awareness of pupils spiritual, moral, social and cultural development to equip them to be thoughtful, caring and active citizens in the wider community	Curriculum SMSC books SMSC award	
5.4 To promote the further use of pupil voice and Rights respecting status through our student groups.	Class charters RRS award	



Effectiveness of Early Years Provision: Quality and Standards		
We think effectiveness of early years provision is good because	School rationale	Evidence summary
<p>The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period. (1)</p>	<p>Since September 2017 staff and leaders in EYFS have continued to build on the ‘good outcome achieved in the previous inspection. Standards at the end of Foundation Stage have an established 3 year upward trend and in 2015 (moderated) and in the last two years, outcomes were above the national average (despite low starting points) Following this, EYFS came out as strength during the Quality Mark reassessment, LA Literacy review, WPT T & L review and last EYFS review. The EYFS leader has a good understanding of the strengths and weaknesses in provision. Tracking of pupils’ progress is accurate and secure.</p> <p>The EYFS Leader has an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation and have taken positive action to strengthen teaching and improve the learning environment. Staff work well together as a team and now have an accurate view of how well children are progressing and where further improvements need to be made.</p> <p>Children are well motivated and show good attitudes to learning. They settle quickly and take a keen interest in what is happening around them. Behaviour is good and children’s personal and social development is strong.</p>	<p>Policy M & E Action plan DEP</p>
<p>Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children’s needs. (1)</p>	<p>The curriculum has been adapted to engage all children better and progress across the setting has accelerated. The outdoor area has been extended and equipment and resources have been added to enhance the learning opportunities.</p> <p>There are now stimulating indoor and improving outdoor environments which provide challenge for pupils’ different abilities and needs. Children can move freely between the indoor and outdoor areas and can choose from a wide range of engaging activities. Pupils become absorbed in their learning because activities motivate them. Planning is focused around children’s interests and staff liaise with parents to gain this knowledge</p> <p>The children enjoy coming to school. They quickly settle into the well-established routines and are soon working and playing happily together.</p> <p>Staff place a strong emphasis on basic skills, and reading has a high priority; a significant training</p>	<p>Ofsted Outcome EYFS reviews T & L review EYFS action plan EYFS data trackers Pupil progress meetings EYFS mtg agendas</p>



<p>Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.(1)</p>	<p>programme is in place to increase staff expertise even further. Staff are keen to establish good writing habits too. In Reception, children are challenged to form letters correctly, and one child was clearly proud when he said 'I've done it! I've made the "d" the right way!'</p> <p>Pupils make fantastic progress from very low starting points and practice has been shared with other early years teachers from Rockingham Primary school – recommended by the LA. There are now stimulating indoor and outdoor environments which provide challenge for pupils' different abilities and needs. Outdoor learning is now one of the many strengths of the early years provision and has been improved to extend and support children's risk taking.</p> <p>All staff are RWInc trained, Squiggle while you wiggle trained and dough disco trained. They have attended the 'I Can Early Talk' training to embed a language rich curriculum. This has had a positive impact on the Pupil's confidence, speaking and listening and fine motor skills.</p>	
<p>Safeguarding is effective. There are no breaches of statutory welfare requirements. Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures(1)</p>	<p>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. Our school has a strong family ethos, so children have many opportunities to work alongside and learn from older pupils.</p> <p>As a deputy Safeguarding lead, the EYFS lead has undertaken up to date training and is lead worker for some of our CIN cases and works effectively with other agencies such as social care and Early help.</p> <p>There are a currently a high number of vulnerable children and children with SEND in EYFS and the EYFS team work effectively and efficiently to ensure that all children are safe and happy, monitoring, recording and reporting any concerns that are efficiently and effectively addressed.</p> <p>They all have a open and honest relationship with parents and carers.</p>	
Next Steps		
<p>4.1 To ensure that all groups of children make consistently high progress in relation to their starting points</p>	<p>Develop Outdoor provision further- see EYFS Action plan Ensure new TA is trained to use assessment system.</p>	
<p>4.2 To ensure that the reception baseline is rigorous and is used to ensure every child undertakes challenging activities</p>	<p>Ensure new TA is trained to use assessment system. Update current assessment systems. Introduce new group trackers and vulnerable learner trackers.</p>	
<p>4.3 To further improve the quality of teaching and learning provision in all the outside areas</p>	<p>CPD Action plan</p>	
<p>4.4 To ensure the rigour and challenge of standards in</p>	<p>trackers</p>	



EYFS are embedded by all adults in the setting.	
4.5 To develop more opportunities to develop communication skills	SALT screening Planning Environment.