

## Griffydam Primary School Self Evaluation Summary.

October 2022 (updated December 2022)

<b><u>The context of the school</u></b>	<b>CLASS</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>SEND</b>	<b>PP</b>	<b>TEACHER(S)</b>
	One	15	12	3	1	2	Miss B Farrow
	Two	28	14	14	3	3	Mrs. K Wilkinson/ Mrs. A Wichalls
	Three	30	14	16	1	2	Mrs. K Wills/Mrs. T Moore
	Four	34	15	19	5	3	Mrs. H Bethell
<ul style="list-style-type: none"> <li>Griffydam is a smaller than average rural primary school with four classes. EYFS/KS1/LKS2/UKS2</li> <li>This school has just appointed a new headteacher. (Aug 2022)</li> <li>The majority of pupils are of White British heritage (97%). The proportion of pupils from minority ethnic groups is below average (3%)</li> <li>The number of SEND (Special Educational Needs and Disabilities) pupils is below national figures (11%)</li> <li>The proportion of pupils entitled to pupil premium is below with national figures (9%)</li> </ul>							
<b><u>Progress since last Ofsted Inspection (January 2018)</u></b>	<ul style="list-style-type: none"> <li><b>The school ‘continues to be good’ following the short inspection in January 2018.</b></li> </ul>						
<b><u>Overall Effectiveness:</u></b>					<b><u>Current grade: Good</u></b> <b><u>Last inspection grade: Good</u></b>		

<p><b><u>Main strengths.</u></b></p> <ul style="list-style-type: none"> <li>• The quality of teaching and learning is at mainly good across the school.</li> <li>• The school curriculum is clear in terms of intent, implementation and impact.</li> <li>• All other key judgements are good.</li> <li>• Deliberate and effective action is taken to promote the spiritual, moral, social and cultural learning of all pupils.</li> <li>• Safeguarding processes and procedures are effective.</li> </ul>	<p><b><u>Why the effectiveness of the school is not higher.</u></b></p> <ul style="list-style-type: none"> <li>• Teaching, learning and assessment is not yet consistently good in all classes.</li> </ul>
<p><b><u>Main priorities for improving the effectiveness of the school:</u></b></p> <ol style="list-style-type: none"> <li>1. To develop challenge and deeper learning across the curriculum.</li> <li>2. To ensure that the curriculum delivers effective opportunities for children to make sustained progress.</li> <li>3. To improve maths outcomes in KS1 and KS2.</li> <li>4. To improve reading outcome in KS1 and KS2</li> <li>5. To improve teaching so that more teaching over time becomes consistently good and outstanding.</li> </ol>	<p><b><u>Practical action being taken:</u></b></p> <ol style="list-style-type: none"> <li>1. Support from LA (Local Authority) for new Headteacher.</li> <li>2. CPD (Continuing Professional Development) programme, work with other local schools, Monitoring programme.</li> <li>3. Development of maths curriculum across the school. Support for all staff in the delivery of mastery maths. Work across schools on representation</li> <li>4. Development of the reading curriculum to ensure depth in comprehension.</li> <li>5. Monitoring programme, CPD programme, work with LRTSH and local networks.</li> <li>6. Focus on pitch, pace and learning behaviour</li> </ol>
<p><b><u>Quality of Education:</u></b></p>	<p><b><u>Current grade: Good</u></b>  <b><u>Last inspection grade: Good</u></b></p>

<p><b><u>Main Strengths</u></b></p> <ol style="list-style-type: none"> <li>1. The school has a clear foundation for their curriculum, which builds on a skills progression across the school in all subject</li> <li>2. The school has a broad balanced curriculum.</li> <li>3. Children have a rich variety of learning experiences.</li> <li>4. Outdoor learning and PE (Physical Education) are an important part of school life.</li> <li>5. There is a focus on quality synthetic phonics (Anima phonics) teaching across KS1 to enable all children to make progress.</li> <li>6. Shared moderation and collaboration with other schools enables staff to accurately understand pupil expectations within their year group.</li> <li>7. National data shows that pupils have variable starting points within our EYFS (Early Years Foundation Stage) but all leave the Foundation Stage having made good progress and attain well. Strategies are in place to support those children who may need additional support to enable success within KS1.</li> <li>8. Phonics data shows that most pupils who attend Griffydam leave KS1 with sound and secure phonological awareness.</li> </ol>	<p><b><u>Why the Quality of Education in the school is not higher:</u></b>  <b><u>Why the grade for Quality of Education is not higher:</u></b></p> <ol style="list-style-type: none"> <li>1. Staff are not yet confident in the curriculum due to the changes last year to (Cornerstones Curriculum 2022).</li> <li>2. The strength of progression is not yet consistently robust across all subjects.</li> <li>3. Some teachers lack confidence in the delivery of mastery maths.</li> <li>4. Teacher confidence in selecting texts for reading for pleasure is not consistently high.</li> <li>5. Expectations of presentation is not consistently high.</li> </ol>
<p><b><u>Main Priorities</u></b></p> <ol style="list-style-type: none"> <li>1. Raise combined attainment and progress outcomes for pupils across (EYFS, KS1 and KS2) in mathematics.</li> <li>2. Effective Pupil Progress Meetings ensuring teachers understand and use data to plan and adapt teaching.</li> <li>3. Improve behavior and attitudes towards reading which will have an impact on outcomes.</li> <li>4. Improve teaching and learning</li> <li>5. Ensure effective teaching of Computing in all year groups.</li> <li>6. To focus on presentation within writing.</li> <li>7. Involvement in the NCETM (National Centre for Excellence in the Teaching of Mathematics) mastering number</li> </ol>	<p><b><u>Practical Action being taken</u></b></p> <ol style="list-style-type: none"> <li>1. Robust monitoring and CPD plan in place for school improvement.</li> <li>2. Training around use of data analysis. Implementation of whole school tracking system linked to FFT (Fisher Family Trust) estimates.</li> <li>3. Development of consistent writing policy across the school with focus on greater depth writing opportunities and presentation.</li> <li>4. Mastery maths sustaining work group participation and further engagement with East Mids. Maths hub.</li> <li>5. All staff taking part in CPD taken by Maths SLE</li> </ol>

## **Behaviour and Attitudes**

**Current grade: Good**

**Last inspection grade 'Personal Development, Behaviour and Welfare: Good**

### **Main strengths.**

1. The school has high expectations for all pupils in terms of their behaviour and conduct. There is a clear and consistent behaviour policy in place (123 Magic) which is adhered to by all members of the school community.
2. Griffydam House Points system has been re-introduced.
3. Staff are confident to deal with pupil behaviour and are supported through clear leadership structures to enable those with the most significant needs to access quality teaching and learning.
4. Pupils are safe and they feel safe. Children know that bullying is not tolerated and can talk about how they look for support if they feel worried. Incidence of bullying is rare and swiftly dealt with.
5. Behaviour tracking has shown significant positive progress in the number and severity of behavioural incidence for those children with significant needs.
6. Pupils generally have positive attitudes to their learning. They are proud of their achievements and their school and can communicate this well.
7. Pupils value their education and most children rarely miss a day at school. There are low levels of persistent absence in the school. The school works well with the EWO to support families who need action to attend.
8. The school views fixed term and permanent exclusion as a last resort and use this provision appropriately.
9. Relationships between staff and pupils are positive. The school has a warm, friendly, and happy feel.

### **Why the overall quality of personal development, behaviour and welfare is not higher:**

1. The monitoring of behaviour is yet to be securely embedded.
2. We are working with the behaviour hub programme to further improve our behaviour management and improve our behaviour for learning.

### **Main priorities for improving behaviour and attitudes.**

1. To ensure that behaviour routines are consistently embedded across the school.
2. To continue to build upon good practice accredited with 'Beyond Bullying Gold Award' Award
3. Ensuring that good mental health is a priority for both children and adults.
4. Ensure that mental health of our pupils and staff is a high priority for all.
5. Ensure that there is a consistent approach to behavior management by all staff so that positive behavior actions are reinforced
6. Ensure all our pupils are staying safe online both at home and school.

### **Practical action being taken:**

1. School review and evaluation of new routines. Pupil survey to evaluate their perception of improvements following routines.
2. Wellbeing team to be put in place to ensure that this agenda is driven consistently at a strategic level. School committed to Wellbeing Pledge via LRS Sport.
3. Work with EWO. Support for families with attendance issues and who take repeated holidays during term time.

7. Pupils have high attendance and there is evidence of swift interventions where this is not the case	
<b>Personal Development</b>	<b>Current grade: Good</b> <b>Last inspection grade 'Personal Development, Behaviour and Welfare': Good</b>
<p><b><u>Main Strengths:</u></b></p> <ol style="list-style-type: none"> <li>1. Our curriculum offer supports the development of pupils' spiritual, moral, social and cultural needs through rich and meaningful experiences to work with others; such as Unity activities and work with charities.</li> <li>2. Pastoral support within the school effectively supports children and is used proactively to ensure children develop positive mental health, as well as in response to changes in pupil behaviour.</li> <li>3. Opportunities for enrichment flow through the curriculum and extra-curricular activities.</li> <li>4. Our PSHE (Personal, Social and Health Education) and assemblies support children's understanding of their role within Modern Britain and effectively enables the teaching of fundamental British Values. There are opportunities to debate current issues within classroom topics across the school, as well as using the Picture News assembly resources.</li> </ol>	<p><b><u>Why the Grade for Personal Development is not Higher</u></b></p> <ol style="list-style-type: none"> <li>1. Engagement opportunities with parents are not yet as effective as we would like them to be.</li> <li>2. Careers education needs to be planned for all year groups to raise children's aspirations.</li> </ol>
<p><b><u>Main Priorities for Improving Personal Development:</u></b></p> <ol style="list-style-type: none"> <li>1. To further drive the school's focus on inclusion and equality through a school wide approach.</li> <li>2. To identify and implement opportunities to target healthy lifestyles and wellbeing via our PE and PSHE and forest school curriculum, as well as the staff wellbeing project.</li> </ol>	<p><b><u>Practical Action Being Taken</u></b></p> <ol style="list-style-type: none"> <li>1. Continue to develop the 'Everyone's Welcome' agenda to support links with city schools, as well as understanding of the Equalities Act.</li> <li>2. Forest school sessions being built into the whole school curriculum and progression extended. Role as</li> </ol>

<ol style="list-style-type: none"> <li>3. To develop a programme of activities to support our children in raising their aspirations.</li> <li>4. Ensure that pupils leadership roles are active and that they participate more in community and school events.</li> </ol>	<p>Forest Champion. Focus on the PE curriculum to engage and promote the school on a wider scale</p> <ol style="list-style-type: none"> <li>3. Relaunch extra-curricular sport within inter schools' competitions within the local area. CPD with NWLSSP (North West Leicestershire School Sports Partnership) and engagement in virtual competitions to continue to stretch and nurture talent in this area.</li> <li>4. Calendar reviewed and opportunities planned for children to investigate careers development within a range of subjects; arts, STEM, etc.</li> <li>5. Half termly visits from professionals to come and talk to children about careers.</li> </ol>
<p><b><u>Leadership and management.</u></b></p>	<p><b><u>Current grade: Good</u></b>  <b><u>Last inspection grade 'Effectiveness of Leadership and Management: Good</u></b></p>
<p><b><u>Main strengths.</u></b></p> <ol style="list-style-type: none"> <li>1. The School Leadership Team and school governors have a clear vision and passion for improving the school. School governors support the school in fulfilling statutory duties.</li> <li>2. Clear and consistent policies and procedures underpin the drive for a high-quality education for all pupils.</li> <li>3. CPD opportunities enable staff to refine and develop their practice over time. There is a well-planned calendar which considers school priorities for improvement as well as local and national initiatives. This includes opportunities to engage with other local schools and external CPD.</li> <li>4. School leaders are developing their ability to engage effectively with the community; this includes external services.</li> <li>5. There is a culture of wellbeing across the school. All members of staff are supported to manage their workload.</li> <li>6. There is a robust safeguarding culture across the school. All members of staff work together to ensure that they identify pupils who may need help. Leaders are up to data with their training in safer recruitment and allegations management.</li> </ol>	<p><b><u>Why the quality of leadership and management of the school is not higher:</u></b></p> <ol style="list-style-type: none"> <li>1. Engagement with all stakeholders.</li> <li>2. Time is needed to embed the new vision and values of the school.</li> </ol>

<p><b><u>Main priorities for improving the leadership and management of the school:</u></b></p> <ol style="list-style-type: none"> <li>1. To review all policies and practice to support staff wellbeing.</li> <li>2. To support and extend parental engagement.</li> <li>3. Review of staffing and finance</li> <li>4. There is a strong safeguarding culture in the school and the school is proactive in fulfilling its statutory duties</li> <li>5. All staff received staff receive focused and highly effective professional development</li> <li>6. Effective performance management</li> </ol>	<p><b><u>Practical action being taken:</u></b></p> <ol style="list-style-type: none"> <li>1. Leadership support being given to Headteacher via the LA. Advisors and the EEP.</li> <li>2. Governors have embraced strategic training from the LA and work with the senior leadership to build a strong plan for governance at the school.</li> <li>3. Staff meetings focus upon wellbeing. Wellbeing group in place to drive agenda.</li> <li>4. Parent engagement via inspire workshops</li> <li>5. Vision and values reviewed</li> <li>6.</li> </ol>
<p><b><u>EYFS</u></b></p>	<p><b><u>Current grade: Good</u></b>  <b><u>Last inspection grade: Good</u></b></p>
<p><b><u>Main strengths.</u></b></p> <ol style="list-style-type: none"> <li>1. The EYFS team have developed a meaningful, well-planned curriculum which enables all children, including those with SEND and PP to achieve.</li> <li>2. The teaching of phonics is at least good. Subject knowledge and a systematic approach enables all children to achieve to their potential.</li> <li>3. Staff across the EYFS have well developed knowledge of the curriculum and Early years pedagogy.</li> <li>4. There is a strong understanding of the principles of early mathematics from the EYFS team. Mastery approaches for EYFS are evident.</li> <li>5. The curriculum offers varied opportunities for children to explore their health and emotional needs.</li> <li>6. Parents engage in their child’s learning via Tapestry, as well as through regular informal and planned meetings with the team.</li> <li>7. Outcomes for children achieving GLD (Good Level of Development) are above national. School leaders have the same ambitions for all pupils and work hard to ensure that they reach their potential, including those receiving PP and those identified with SEND.</li> </ol>	<p><b><u>Why achievement is not higher:</u></b></p> <ol style="list-style-type: none"> <li>1. Opportunities for children to take risks within their learning are being developed further.</li> <li>2. Making full use of the space in EYFS</li> </ol>

**Main priorities for raising achievement:**

1. Space in EYFS is well organized and used.
2. The curriculum is ambitious; it is coherently planned and sequenced, building on what pupils know and can do,
3. Review the provision for Phonics.
4. Ensure the EYFS reforms are understood and embedded in provision, promoting success for all and a readiness for the next Key Stage.
5. Additional time set aside for transition and a focus on behavior
6. Involvement in the NCETM mastering number

**Practical action being taken:**

1. EYFS teacher to work with other local schools as part of EYFS network to share good practice.
2. All EYFS staff to visit a range of settings to observe and feedback excellent practice. EYFS staff to attend EYFS network training.
3. Tapestry has been rolled out for all Foundation Stage children and their parents to engage parents in their child's learning.
4. Work on transition
5. Links with EYFS and KS1 are strengthened.