

St Mary's CE Primary School SELF EVALUATION SUMMARY (SES)	The self-evaluation summary has been created using the OfSTED Framework (September 2022). The judgements and information recorded in this document are based on the school's successful self-evaluation strategy and supported by a strong evidence base, gathered systematically using a wide range of self-evaluation strategies; Governors, staff, parents and our learners have contributed to the evidence and this has been shared with the Governing Body, staff and other key stakeholders.
	
The proportion of pupils eligible for Free School Meals (FSM) remains well above national average at 44%. As a result of the schools accelerated intake of International New Arrivals (INAs), the percentage of pupils from minority ethnic groups and percentage of pupils whose first language is not English (EAL) has increased to 44 percent with the school currently having 15 out of the 17 possible ethnic groups. The school has admitted 71 pupils new to school since September 2023, 21 of which are international new arrivals (INAs). This is one of the highest numbers of in year admissions of all schools across Bolton. Stability (ST) remains well below national average at 63%. This is because of INA families being housed temporarily within the local area until permanent housing can be found and white British families pursuing Local Authority (LA) and rental properties throughout Bolton.	
Trust/LA Level Information As at October 2022: ✓ This school is maintained by Bolton Local Authority, which maintains 73 primary schools, 6 secondary schools, 4 special schools, no pupil referral units and 3 nursery schools. ✓ The latest overall effectiveness grade for this school is outstanding. As at 1 Oct 2022, the LA grade profile was: • Outstanding - 18 • Good - 65 • Requires improvement - 3 • Inadequate – 0 • Not yet inspected – 0	Local Area and School Links ✓ The school location deprivation indicator is close to average of all schools nationally. ✓ The pupil deprivation base is well above average compared to all schools nationally. ✓ There are no children accessing alternative provision.

Staff Retention At the time of the November 2021 census, there were no full-time vacant teacher posts in the school. The staff turnover (20%) was in the highest 20% in 2020/21.		
Finance ✓ In 2020/21, the school had a revenue reserve of £75,057. ✓ In 2020/21, this school had a positive in-year balance (£48,637). ✓ In 2020/21, this school had a per pupil spend of £5,550. ✓ In 2020/21, this school received £2,482,066 in grant funding, £1,027,258 more than the national average.		
MOST RECENT OFSTED INSPECTION DATE 16th – 17th MAY 2017		
MOST RECENT OFSTED INSPECTION OUTCOMES	MOST RECENT OFSTED KEY ACTION POINTS	
• Overall Effectiveness • Effectiveness of leadership and management • Quality of teaching, learning and assessment • Personal development, behaviour and welfare • Outcomes for pupils • Early years provision	Outstanding 1 Outstanding 1 Outstanding 1 Outstanding 1 Outstanding 1	✓ Extend leaders' work to reduce further rates of persistent absenteeism.
ACCREDITATIONS AND AWARDS	✓ Quality Mark ✓ Investors in People Gold Award ✓ The Wellbeing Award for Schools ✓ Outstanding SIAMS Inspection September 2015 ✓ Healthy Schools Award Green Flag Award	

QUALITY OF EDUCATION		
SCHOOL DOCUMENTATION AVAILABLE FOR EVIDENCING IMPACT	• Whole School Data Tracking; • Bolton Data Packs 2021 and 2022; • Assessment and Monitoring Outcomes; • Inspection Summary Data Report 2022; • Analyse School Performance 2022 (ASP); • Internal and External Moderation; • Lead Partner Reports; • OfSTED Report May 2017. • CPD Timetable.	
	SCHOOL'S OVERALL JUDGEMENTS ON THE QUALITY OF EDUCATION	1
<u>OVERALL JUDGEMENT ON THE QUALITY OF EDUCATION</u> Through rigorous monitoring, leaders know the curriculum is implemented consistently well and any gaps in pupils' knowledge and skills are being addressed		

systematically across all year groups. Leaders judge the quality of education to be **outstanding**, as a direct consequence of the school's curriculum intent. Across the school it is evident from what teachers do they have a **shared, common and firm understanding** of the school's curriculum intent and what it means for their practice, including:

- Clear Assessment Systems
- Continuing Professional Development (CPS) linked to individual support and the School Development Plan (SDP)
- Timetable of monitoring and assessment activities
- Challenging Appraisal Policy and Procedure linked to Teachers Standards
- Focused Pupil Progress Meetings
- Intervention Timetables
- Moderation through all year groups both external and internal;
- Early Career Teacher (ECT) Induction Programme
- Newly appointed staff induction systems
- Effective Capability Policy
- Embedding of the school's Marking Policy
- Teaching and Learning Policies.

INTENT

The school's curriculum is **broad and ambitious**, and designed to give all our pupils, particularly those that are **disadvantaged and pupils with SEND, the knowledge and cultural capital** they need to succeed in life. Our pupils study the full curriculum through a broad range of subjects and the curriculum which been designed to overcome the following barriers to learning:

- Addressing social disadvantage;
- Knowing the end points the curriculum is building towards;
- A well-planned and sequenced curriculum;
- A curriculum that reflects the school's local context;
- A curriculum that remains as broad as possible for as long as possible;
- High academic ambition for all pupils;
- Keeping children safe.

It is designed in a way that allows pupils to **transfer key knowledge to long-term memory**; it is sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. Our key principles of implementation include:

- Teachers have expert knowledge of the subjects they teach
- Teachers present key concepts clearly and invite appropriate discussions
- Teachers check pupils' understanding effectively, identifying and correcting misunderstandings
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently

Teachers enable pupils to transfer key knowledge to long-term memory, sequence the learning and ensure that it is building towards the defined end points.

- Teachers use assessment to check pupils' understanding
- Teachers use assessment to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts.

As a result, OfSTED May 2017 reported 'The very broad and balanced curriculum is effectively planned and delivered. Leaders recognise the need to continually reinforce literacy and numeracy teaching across the curriculum. However, they are equally committed to ensuring that pupils' learning is deep in subjects beyond English and mathematics. Staff plan different aspects of the curriculum around a number of broad enquiry questions that are designed to spark pupils' curiosity'.

IMPLEMENTATION

Leaders judge the quality of teaching, learning and assessment to be **outstanding** and as a direct consequence of:

- A curriculum that is strong and implemented consistently across the school - **As a result of excellent training for staff and strong leadership, the quality of teaching is remarkably consistent throughout the school and across the full range of subjects' OfSTED May 2017;**
- Series of lessons contribute well to delivering the curriculum intent;
- Pupils work, over time and across the school, is coherently planned and sequenced;
- Clear Assessment Systems;
- Continuing Professional Development (CPS) linked to individual support and the School Development Plan (SDP);
- Timetable of monitoring and assessment activities;
- Challenging Appraisal Policy and Procedure linked to Teachers Standards;
- Focused Pupil Progress Meetings;
- Intervention Timetables;
- Moderation through all year groups both external and internal;
- Early Career Teacher (ECT) Induction Programme;
- Newly appointed staff induction systems;
- Effective Capability Policy;
- Embedding of the school's Marking Policy;
- Teaching and Learning Policies.

As a result of ongoing **swift and decisive action, the large majority of teaching and learning is currently outstanding, with nothing less than good**, as evidenced through the school's Appraisal Systems linked to the outcomes from a range of focused monitoring activities. **As a result of outstanding teaching, pupils are inspired and motivated to learn**, as evidenced in a range of monitoring activities. Consequently, the proportions of pupils making and exceeding expected progress in English and Mathematics, including disadvantaged pupils, and those with special educational needs, are high when compared with National Figures. **Furthermore, the**

attainment of almost all groups of pupils is above national averages and this has been sustained for five consecutive years.

As a **direct consequence of high quality CPD** and a Skills Based Curriculum, evidence from the school's ongoing Monitoring Timetable **clearly demonstrates teacher's deep knowledge and understanding of the subjects they teach.** Through the implementation of the school's **effective Teaching and Learning Policy, teachers use individual pupil targets and differentiated learning objectives exceptionally well,** to drive improvement, progressively introduce subject content and address any gaps in learning quickly. Leaders ensure high attention is paid to assessment and moderation through internal, inter-school and consultancy moderation. As a result, teachers **display a very secure understanding of where children are in their learning and the targets that pupils need to reach.** Planning is strong and the use of effective questioning ensures pupils are challenged; **misconceptions are quickly identified and acted upon, through effective, clearly directed and timely support** as evidenced in the school's Timetable of Monitoring Activities and outstanding outcomes for pupils.

Teaching is designed to help pupils remember long term the content they have been taught and to integrate new knowledge into larger ideas. Teachers plan effective strategies, such as pre-teach and interventions, that make maximum use of lesson time and coordinate lesson resources well, as evidenced through the Assessment and Monitoring Timetable and outstanding outcomes for pupils. Within planning, there is **clear evidence of using active and practical strategies to support individuals and groups,** which is reflected in pupils' books across different subjects and as a result, skills rapidly improve. Pupils show that they develop resilience in work and 'have a go'. Through intensive monitoring of pupil books and planning, **the vast majority of teachers are very successful in demonstrating high expectations and setting challenging tasks, including homework, as well as in enthusing and motivating pupils, including those with special educational needs and the disadvantaged.** Furthermore, lesson observations and behaviour monitoring indicates teachers' and other adults' ability to manage pupils' behaviour effectively, through constant use of the school's corporate discipline policies and consistent reinforcement of clear rules within each classroom.

Teachers have consistently high expectations of all pupils' attitudes to learning. Evidence collated through ongoing Monitoring and Assessment activities **confirm teachers' determination in ensuring all pupils achieve well.** They include:

- Book scrutinies
- Marking Policy monitoring
- Lesson Observations
- Planning Monitoring
- Pupil Interviews

- Outcomes for pupils reflected in internal and external data
- Lesson and Intervention Evaluations
- IEP/IBP Evaluations
- Pupil Reports
- Case Studies
- Moderation.

It is clear that teachers actively encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work as evidenced in monitoring of marking and feedback, and as a result, pupils love the challenge of learning, are resilient to failure and thrive in lessons. Evidence through timetables and feedback reflects pupils regular take up of opportunities to learn through the school's range of extra- curricular activities. *'Adults question pupils with skill and purpose. They quickly ascertain pupils' understanding and use questioning to support them to deepen their thinking. When asked about their learning, pupils spoke glowingly about their experiences in different subjects. They clearly understand what the school does to support pupils of different abilities, and they say that the work they complete is challenging and helps them to learn quickly.'* – **OfSTED May 2017.**

Owing to the **embedding of our updated Marking Policy, and embedding of the school's Assessment Policy, teachers regularly and accurately assess pupils' progress,** as evidenced in the ongoing Monitoring and Assessment Timetable. As a **direct consequence, pupils know how well they have done, through verbal and written feedback, next steps to further improve** and opportunities to respond to teachers' comments, as evidenced in the schools own self-evaluation strategy. Pupils respond effectively to teachers' comments and **capitalise on opportunities** to use feedback effectively, evidencing their eagerness to know how to improve their learning. In addition, Teaching Assistants are not only highly effective partners, but they are exceptionally well- trained and regularly use information on pupils' performance to support planned activities in class.

Parents **are provided with clear and timely information** on how well their child is progressing and how well their child in doing in relation to the standards expected. Parents are given guidance about how to support their child to improve through a range of **timetabled Parent Workshops, supportive curriculum documentation, Home/School Liaison Diaries, the School's Website and timetabled Parent Induction Meetings, Information Sharing Evenings and the school's 'Open Door' Policy.**

IMPACT

The curriculum is rich. This clearly shines through pupils' work, displays in classrooms and around the school. Teachers plan frequent opportunities for pupils to practice literacy and numeracy skills across a wide range of subjects and topics.

Excellent attention is also paid to the promotion of British Values in the curriculum. As a result of teaching that is outstanding and a rich and varied curriculum, the needs of all pupils, including the disadvantaged are very well met; consequently, the pupils end Year 6 with attainment in English and mathematics that are often above average, **representing outstanding progress from their starting points**. Pupils report that the numerous opportunities for learning, across a wide range of subjects, are also enriched by a range of extra-curricular clubs, enrichment activities, special events and visitors; as a result, they state learning is enjoyable. *'The physical learning environment is stunning. The displays exemplify the breadth of curriculum and the high standards and expectations. There is a continuous message and feeling of quality. Pupils are always friendly and willing to show their work.'* (Lead Partner June 2019)

From **starting points that are below average**, pupils at St Mary's make **rapid progress in all subjects**. Pupils have made **outstanding progress throughout key stage 2 for a number of years**.

Almost **one-third of pupils joined the school as recent arrivals to the country**. Many other pupils speak English as an additional language. **The achievement of these pupils is particularly rapid as a result of exceptional teaching and precisely planned curriculum intent**. Published data indicates that a lower proportion of pupils achieve the **higher standards than is seen nationally**. Leaders have therefore **made the progress of the most able pupils a priority** and have ensured that teachers and other adults consistently challenge these pupils in their learning. Consequently, **the most able pupils throughout the school are making faster progress across all subjects** and the proportion of pupils working at greater depth has increased markedly.

Pupils make excellent progress in all subjects from their starting points.

Subject coordinators ensure that teachers and other adults have the **specialist knowledge to challenge pupils with different starting points in all subjects**. As a result, **pupils make outstanding progress across the full curriculum**. Disadvantaged pupils **achieve better than other pupils nationally, particularly in writing and mathematics**. Leaders' discerning use of the pupil premium quickly **removes potential barriers to learning** and enables these pupils to thrive. Pupils **who have special educational needs and/or disabilities are exceptionally well supported and make excellent progress**. Leaders have built capacity in this area by appointing a second special educational needs coordinator (SENCO). Together, **these coordinators work closely with staff to ensure that pupils who have special educational needs and/or disabilities are identified quickly and supported robustly**.

Pupils across the school **have been inspired to develop a love of reading**. They read with precision and expression and take great delight in talking to others about their reading, including their favourite genres and authors. **Leaders have introduced clear**

systems that ensure that pupils read **appropriately challenging texts**. They also ensure that there is variety to what pupils read. The school's work to **involve parents in their children's reading is strong – OfSTED May 2017 'Pupils are exceptionally well prepared for the next stage of their education because of what they achieve at St Mary's, both academically and pastorally'**.

Refer to IMPACT OF EDUCATION – OUTCOMES FOR PUPILS

PRIORITIES FOR FUTURE DEVELOPMENT

To continue to make certain that all teachers have a firm and common understanding of the school's strong curriculum intent and is evidenced in their practice and outcomes for its pupils.

- ✓ *To secure a good transition between each year group through discussion with colleagues, analysis of previous programmes of study and use of prior assessment data along with formative assessments made in September to create PWM Programmes so pupils can quickly address key points in learning.*
- ✓ *Raise standards and address pupils' needs in Year 1 through continuous provision for identified pupils along with daily guided reading, writing and mathematics sessions.*
- ✓ *Each teacher to identify two or three disadvantaged pupils who need additional support to quickly reach the expected standard in RWM and implement a comprehensive programme of intervention in the Autumn and Spring Terms.*
- ✓ *Ensure staff are fully trained in developing oracy skills and an agreed programme is implemented for identified pupils when each class returns.*
- ✓ *To continue to embed the updated curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.*
- ✓ *To ensure teachers have good knowledge of writing and the Leader of Learning provides effective support for those teaching outside their main areas of expertise resulting in writing outcomes continue to improve.*
- ✓ *To ensure teachers have good knowledge of reading and the Leader of Learning provides effective support for those teaching outside their main areas of expertise resulting in reading outcomes continue to be outstanding.*
- ✓ *To ensure teachers have good knowledge of mathematics and the Leader of Learning provides effective support for those teaching outside their main areas of expertise resulting in mathematics outcomes continue to be outstanding.*
- ✓ *To ensure all teachers are able to demonstrate deep curriculum knowledge and understanding of the curriculum and maintain the outstanding teaching designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.*
- ✓ *To further embed the highly effective teaching and learning of phonics and spelling to ensure that all pupils have the necessary skills to make outstanding progress.*
- ✓ *To maintain an outstanding environment that reflects the school's ambitious intentions for the course of study and clearly support the intent of a coherently*

planned curriculum sequenced towards cumulatively sufficient knowledge and skills.

- ✓ *To continue to reading is prioritised, by ensuring that teachers plan a rigorous and sequential approach to the reading curriculum, which further develops pupils' fluency, confidence and enjoyment in reading whilst ensuring reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.*
- ✓ *To continue to use assessment well and do not use it in a way that creates unnecessary burdens on staff or pupils whilst addressing identified gaps in attainment in core subjects within specific/vulnerable groups and implement effective and timely intervention strategies and groups.*
- ✓ *To ensure that staff planning demonstrates high expectations for all pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.*
- ✓ *To implement improvements to the wave three interventions available to exceptionally able pupils.*
- ✓ *To continue to implement Teachers New to School Induction and ensure that the teaching and learning policy is consistently applied by all who are new to the school as well as established staff.*
- ✓ *To support ECTs Induction and ensure that the teaching and learning policy is consistently applied by all who are new to the school as well as established staff.*
- ✓ *To continue to embed the Bolton Agreed Syllabus for Religious Education through the monitoring of teaching and learning and access to high quality on-going CPD through the Local Authority and the Diocese CPD Programme 2022 to 2023.*
- ✓ *To support RQTs and ensure that the teaching and learning policy is consistently applied by all who are new to the school as well as established staff.*
- ✓ *To further develop parents' understanding of how to support their child's development and further involve them in their child/children's learning.*

OUTCOMES FOR PUPILS THE QUALITY OF EDUCATION - IMPACT

SCHOOL DOCUMENTATION AVAILABLE FOR EVIDENCING IMPACT

- Whole School Data Tracking;
- Bolton Data Packs 2021 and 2022;
- Assessment and Monitoring Outcomes;
- Inspection Summary Data Report 2022;
- Analyse School Performance October

2022 (ASP);

- Internal and External Moderation;
- Lead Partner Reports;
- OfSTED Report May 2017.
- CPD Timetable.

SCHOOL'S OVERALL JUDGEMENTS ON OUTCOMES FOR PUPILS

1

OVERALL JUDGEMENT ON OUTCOMES

From starting points that are below average, pupils at St Mary's make **rapid progress** in all subjects. Pupils have made **outstanding progress** throughout key stage 2 for a number of years. It is important to take into account the context of each of the cohorts, as significant proportions of pupils are international new arrivals, mobile or have a significant cognitive SEN. Leaders know the pupils extremely well and are able to articulate clearly how pupils are making at least good and in some cases outstanding progress from their varied starting points.

OUTCOMES AT THE END OF KEY STAGE 2		SCHOOL 2019	SCHOOL 2022	FLOOR	COASTING
ATTAINMENT	Expected Standard+ in Reading, Writing and Mathematics	64% (65%)	62% (59%)	65%	No
	High Standard+ in Reading, Writing and Mathematics	18% (11%)	6% (7%)		
	Reading scaled score	102.0 (104.1)	104.2 (104.8)		
	Mathematics scaled score	108.0 (104.2)	103.3 (103.8)		
	Grammar, Punctuation and Spelling	106.8 (106.0)	107.4 (105.1)		
PROGRESS*	Reading progress score	1.3	2.03		
	Writing progress score	-0.9	4.06		
	Mathematics progress score	5.4	1.66		

EARLY YEARS FOUNDATION STAGE (EYFS)

Current school data 2022 - 2023 indicates attainment on entry to the school is **below typical**. The last school inspection report stated, 'Children make outstanding progress in the early years. Many children join the nursery with skills below those typically expected for their age. A significant number of children who join the early years at different stages are new to the country and many are new to speaking English. Despite this, the proportion of children reaching a good level of development by the end of Reception is in line with the national average.' OfSTED 2017. The children's individual starting points in the EYFS are **below typical age related expectations**. In the Specific Areas of Literacy and Mathematics, the large majority enter Reception below. However, as a direct result of our **Two Year Old Provision** and focusing on the Prime Areas of Learning,

throughout the Pre-school and Nursery, baseline assessment at the start of Reception indicates **the majority of children are in line with age related expectations in the Prime Areas**. Outcomes for pupils at the end of the academic year 2021 to 2022, 66% of pupils achieved a Good Level of Development (excluding INA pupils). This is slightly the national average of 65% and above the Bolton LA average of 65%.

Percentage achieving expected	School	Bolton	National
Communication and Language (COM)	80% ↓	76% ↑	80% ↓
Physical Development (PHY)	77% ↓	84% ↑	85% ↓
Personal, Social and Emotional Development (PSE)	91% ↑	81% ↑	83% ↓
Literacy (LIT)	71% ↑	66% ↓	68% ↓
Maths (MAT)	74% ↑	72% ↓	76% ↓
Understanding the World (UTW)	71% ↓	74% ↓	80% ↓
Expressive Arts and Design (EXP)	83% ↓	80% ↓	85% ↓
Good Level of Development (GLD)	66% ↑	64% ↓	65% ↓

Bolton Primary School Data Pack 2021 to 2022

PHONICS

As a direct result of the following carefully planned and targeted strategies, gaps are rapidly **narrowing between groups** when measuring against those nationally, resulting in all Year 1 pupils at the end of the academic year 2021 to 2022, performing better (80%) than those nationally (75%). Of the 55 pupils, 9 did not meet the expected standard.

- Continued implementation of our reading strategy;
- Targeted reading support;
- 1:1 reading support;
- Targeted phonics interventions reviewed on a half termly basis;
- Consistent targeted approach to streamed phonics teaching;
- Phonics CPD for all staff;
- Phonics reading scheme;
- Literature spine;
- Purchase of SALT SLA – the school has its own speech and language therapist;
- Accurate half termly assessments;
- Termly Pupil Progress Meetings to target children falling behind;
- Improved resources for the teaching of Phonics;
- Monitoring and observation of phonics teaching;
- Termly parent workshops.

There were 19 pupil(s) that were screened in Year 2 in 2022; 14 of those met the expected standard.

PHONICS ATTAINMENT YEAR 1

- 80% of pupils attained the expected standard or above which was 5% **above** the national average of 75%.

- Of the 26 boys, 77% achieved the standard, which was **above** national (72%). As result of poor attendance, two boys did not achieve the expected standard and two boys were new to the country with little language acquisition.
- 83% of the 29 girls achieved the expected standard, which was **above** the national figure of 79%. As result of poor attendance, two girls did not achieve the expected standard and one girl was new to the country with little language acquisition.
- Of the 20 disadvantaged pupils, 75% attained at the national standard or better which was 5% **below** national.
- Of the 35, other children (other) 83% achieved the expected standard, which was **above** the national figure of 80%.

PHONICS ATTAINMENT YEAR 2

- 14 of the 19 pupils (74%) attained the expected standard.
- Out of the 10 boys, 7 achieved the expected standard (70%).
- 78% of the 9 girls achieved the expected standard. As result of poor attendance, two girls did not achieve the expected standard.

KEY STAGE ONE ATTAINMENT

AREAS TO INVESTIGATE

Attainment of greater depth in reading (28%) was significantly above national and in the highest 20% in 2022.

Attainment of greater depth in mathematics (30%) was significantly above national and in the highest 20% in 2022

	READING		WRITING		MATHEMATICS	
	EXP+ STANDARD	HIGH STANDARD	EXP+ STANDARD	HIGH STANDARD	EXP+ STANDARD	HIGH STANDARD
2017	77% (76%)	40% (25%)	70% (68%)	25% (16%)	73% (75%)	23% (21%)
2018	69% (75%)	19% (26%)	62% (70%)	9.6% (16%)	69% (76%)	17% (22%)
2019	67% (75%)	28% (25%)	63% (69%)	25% (15%)	72% (76%)	28% (22%)
2022	68% (67%)	28% (18%)	56% (58%)	12% (8%)	77% (68%)	30% (15%)

Analyse
School
Performance
(ASP)
2023

KEY STAGE 1 READING ATTAINMENT

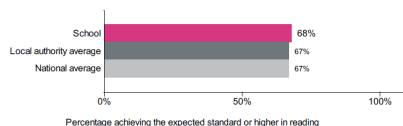
- 68% of pupils attained the expected standard or above which was **slightly above** the national average of 67%.
- 28% attained greater depth, which was **well above** the national average of 18%.
- Of the 26 boys, 62% achieved the standard which was **slightly below** national at 63%. However, **above** boys nationally working at greater depth (19%) at 16%.
- 74% of the 31 girls achieved the expected standard which was **above** the

national figure of 71% and achieved 35% working at greater depth which was **well above** the national figure of 20%.

- Of the 21 disadvantaged pupils, 52% attained at the national standard or better, which was **well below** the national average of 72%. 19% attained greater depth, which was 2% **below the national average**.
- Of the 36, other children 78% achieved the expected standard which was **above** the national figure of 72%. 33% of this group achieved greater depth, which was **above** with national of 21%.
- Of the 27 English as an additional language group (EAL) 59% achieved the expected standard, which was **well below** the national figure of 69% (2019). When working at greater depth, this group **performed better than** others nationally at 35% (national 22% 2019).
- Of the 7 children with SEN Support 29% achieved the expected standard, which was **well below** the national average of 69% (2019). 0% attained greater depth.
- The 1 child with SEN EHCP did not achieve the expected standard.

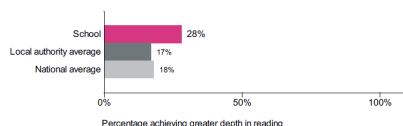
Percentage achieving the expected standard or higher in reading

Number of pupils = 57



Percentage achieving greater depth in reading

Number of pupils = 57



Analyse School Performance (ASP) 2023

KEY STAGE 1 WRITING

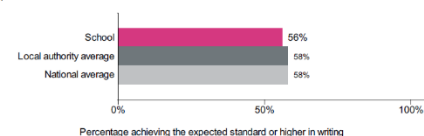
- 56% of pupils attained the expected standard or above which was **slightly below** the national average of 58%.
- 12% attained greater depth, which was **above** the national average of 8%. Of the 26 boys, 50% achieved the standard, which was **below** national at 50%. However, **boys were above** boys nationally working at greater depth (6%) at 15%.
- 61% of the 31 girls achieved the expected standard, which was below the national figure of 64%, but were in line with other girls nationally at 10%.
- Of the 21 disadvantaged pupils, 38% attained at the national standard or better which was **well below** the national average of 63%. 5% attained greater depth, which was 10% **below the national average**.
- Of the 36, other children 67% achieved the expected standard, which was

above the national figure of 63%. 17% of this group achieved greater depth, which was **above** with national of 10%.

- Of the 27 English as an additional language group (EAL) 56% achieved the expected standard, which was **below** the national figure of 69% (2019). When working at greater depth, this group **below** others nationally at 15% (national 22% 2019).
- Of the 7 children with SEN Support 14% achieved the expected standard, which was **well below** the national average of 69% 2019. 15% attained greater depth, which was **in line with the national average** 2019.
- The 1 child with SEN EHCP did not achieve the expected standard.

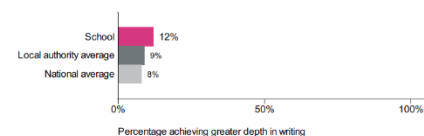
Percentage achieving the expected standard or higher in writing

Number of pupils = 57



Percentage achieving greater depth in writing

Number of pupils = 57



Analyse School Performance (ASP) 2023

KEY STAGE 1 MATHEMATICS

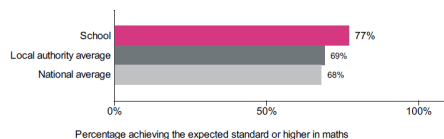
- 77% of pupils attained the expected standard or above which was **slightly above** the national average of 68%.
- 30% attained greater depth, which was **well above** the national average of 15%.
- Of the 26 boys, 77% achieved the standard, which was **above** national at 68%. Boys were **above** boys nationally working at greater depth (18%) at 27%.
- 77% of the 31 girls achieved the expected standard, which was **above** the national figure of 67% and **well above** other girls nationally (12%) at 32%.
- Of the 21 disadvantaged pupils, 62% attained at the national standard or better which was **below** the national average of 73%. 14% attained greater depth, which was 4% **below the national average**.
- Of the 36, other children 86% achieved the expected standard, which was **above** the national figure of 73%. 39% of this group achieved greater depth, which was **well above** with national of 18%.
- Of the 27 English as an additional language group (EAL) 67% achieved the expected standard, which was **below** the national figure of 69% (2019). When working at greater depth, this group **above** others nationally at 26%

(national 22% 2019).

- Of the 7 children with SEN Support 57% achieved the expected standard, which was **well below** the national average of 69% 2019. 14% attained greater depth which was **slightly below the national average** 2019 (15%).
- The 1 child with SEN EHCP did not achieve the expected standard.

Percentage achieving the expected standard or higher in maths

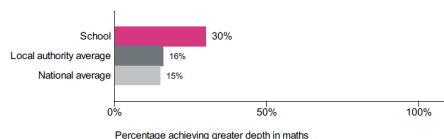
Number of pupils = 57



Analyse School Performance (ASP) 2023

Percentage achieving greater depth in maths

Number of pupils = 57



KEY STAGE TWO ATTAINMENT AND PROGRESS

AREAS TO INVESTIGATE

Key stage 2 progress in writing (4.1) was significantly above national and in the highest 20% in 2022.

Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (49%) was significantly above national and in the highest 20% in 2022.

KEY STAGE 2 READING, WRITING AND MATHS COMBINED ATTAINMENT

- The percentage of pupils achieving the expected standard in reading, writing and maths was 62% **above** the national expected standard of 59%.
- The percentage of pupils achieving a higher standard in reading, writing and maths was 6%, which was **below** the national standard of 7% for children achieving a higher standard.
- The 11 pupils with low prior attainment in reaching the expected standard in reading, writing and maths combined was **above** national (11%) at 36% and **in line** with national for low prior attainment achieving a higher standard at 0%.
- The 24 pupils with middle prior attainment in reaching the expected standard in reading, writing and maths combined was **above** national (60%) at 63% and **below** national (1%) for middle prior attainment achieving a higher standard at 0%.

- The 12 pupils with high prior attainment in reaching the expected standard in reading, writing and maths combined was **above** national (93%) at 100% but **below** national (21%) for high prior attainment achieving a higher standard of 17%.
- The percentage of boys achieving the expected standard in reading, writing and maths at 75% was 20% **above** other boys nationally. **8%** of this group achieved the higher standard, which was 2% **above** national.
- The percentage of girls achieving the expected standard in reading, writing and maths at 52% was 11% **below** other girls nationally. **3%** of this group achieved the higher standard, which was 6% **below** national.
- Of the 28 disadvantaged pupils, 55% attained at the national standard or better, which was **below** the national average of 66%. 4% attained greater depth, which was 5% **below the national average**.
- Of the 25, other children 76% achieved the expected standard which was **well above** the national figure of 66%. 8% of this group achieved greater depth, which was **below** national at 1%.
- Of the 23 English as an additional language group (EAL) 61% achieved the expected standard.
- Of the 10 children with SEN Support 30% achieved the expected standard.

KEY STAGE 2 READING ATTAINMENT

- The percentage of pupils achieving the expected standard in reading was 75% and **in line** with the national expected standard.
- The percentage of pupils achieving a higher standard in reading was 28%, which was **in line** the national standard.
- The 11 pupils with low prior attainment in reaching the expected standard in reading was **well above** national (33%) at 55% and **well above** national (3%) for low prior attainment achieving a higher standard at 18%.
- The 24 pupils with middle prior attainment in reaching the expected standard in reading was **above** national (81%) at 83% and **above** national (20%) for middle prior attainment achieving a higher standard at 29%.
- The 12 pupils with high prior attainment in reaching the expected standard in reading was **above** national (97%) at 100% but **below** national (58%) for high prior attainment achieving a higher standard of 42%.
- The percentage of boys achieving the expected standard in reading at 88% was 18% **above** other boys nationally. **33%** of this group achieved the higher standard, which was 10% **above** national.
- The percentage of girls achieving the expected standard in reading at 66% was 12% **below** other girls nationally. **24%** of this group achieved the higher standard, which was 9% **below** national.
- Of the 28 disadvantaged pupils, 61% attained at the national standard or better, which was **below** the national average of 80%. 29% attained greater depth, which was 4% **below the national average**.
- Of the 25, other children 92% achieved the expected standard, which was

well above the national figure of 80%. 28% of this group achieved greater depth, which was **below** national at 33%.

- Of the 23 English as an additional language group (EAL) 70% achieved the expected standard.
- Of the 10 children with SEN Support 30% achieved the expected standard.

KEY STAGE 2 READING PROGRESS – ADJUSTED SCORES

- The **progress measure** for reading was **+2.03** and above the national average of **+0.04**
- The 22 boys made **well above average** (-0.75) progress measure of **+4.63**
- The 25 girls made **below average** (0.86) progress at **-0.26**.
- The 24 disadvantaged children made **above average** (0.41) progress with a score of **+2.39**
- The 23 other group of children made **above average** (0.41) progress at **+3.29**.
- The 9 SEN support group of pupils made **above average** (0.00) with a score of **+1.65**
- The 38 children with no SEN had a progress score of -1.89.
- The non-mobile pupils (45) made **above average** progress (0.09) with a score of **+1.78**
- Pupils with English as a first language (27) had a progress score of **+0.29**.
- The pupils with English as an additional language (18) had a progress score of **+5.07**.
- The 11 pupils with low prior attainment made **well above average** (0.04) progress in achieving the expected standard and higher standard with a progress score of **+7.39**.
- The 24 pupils with middle prior attainment made **+0.50** progress score in achieving the expected standard, which was **in line** with the national average.
- The 12 pupils with high prior attainment made **above average** score (0.03) in achieving progress score of **+0.17**.

KEY STAGE 2 WRITING ATTAINMENT

- The percentage of pupils achieving the expected standard in writing was 12% **above** the national expected standard of 69%.
- The percentage of pupils achieving a higher standard in writing was 6%, which was **above** the national standard of 8% for children achieving a higher standard.
- The 11 pupils with low prior attainment in reaching the expected standard in writing combined was **well above** national (22%) at 64% and **in line** with national for low prior attainment achieving a higher standard at 0%.
- The 24 pupils with middle prior attainment in reaching the expected standard in writing combined was **above** national (76%) at 92% and **above** national (4%) for middle prior attainment achieving a higher standard at

8%.

- The 12 pupils with high prior attainment in reaching the expected standard in writing combined was **well above** national (67%) at 97% and **well above** national (35%) for high prior attainment achieving a higher standard of 67%.
- The percentage of boys achieving the expected standard in writing at 83% was 20% **above** other boys nationally. **17%** of this group achieved the higher standard, which was 7% **above** national.
- The percentage of girls achieving the expected standard in writing at 76% was 3% **above** other girls nationally. **24%** of this group achieved the higher standard, which was 8% **above** national.
- Of the 24 disadvantaged pupils, 71% attained at the national standard or better, which was **below** the national average of 75%. 18% attained greater depth, which was 2% **above the national average**.
- Of the 23, other children 92% achieved the expected standard, which was **well above** the national figure of 75%. 24% of this group achieved greater depth, which was **above** national at 16%.
- Of the 23 English as an additional language group (EAL) 70% achieved the expected standard.
- Of the 9 children with SEN Support 70% achieved the expected standard.

KEY STAGE 2 WRITING PROGRESS – ADJUSTED SCORES

- The **progress measure** for writing was **+4.06** and above the national average of **+0.05**
- The 22 boys made **well above average** (-0.77) progress measure of **+4.33**
- The 25 girls made **well above average** (0.89) progress at **+3.82**.
- The 24 disadvantaged children made **well above average** (0.39) progress with a score of **+4.62**
- The 23 other group of children made **well above average** (0.39) progress at **+3.48**.
- The 9 SEN support group of pupils made **above average** (0.00) with a score of **+4.98**
- The 38 children with no SEN had a progress score of 3.84, which was well above the average score of 0.58.
- The non-mobile pupils (45) made **above average** progress (0.10) with a score of **+3.89**
- Pupils with English as a first language (27) had a progress score of **+2.69**.
- The pupils with English as an additional language (18) had a progress score of **+5.90**.
- The 11 pupils with low prior attainment made **well above average** (0.05) progress in achieving the expected standard and higher standard with a progress score of **+9.41**.
- The 24 pupils with middle prior attainment made **+1.79** progress score in achieving the expected standard, which was **above** the national average of

+0.05.

- The 12 pupils with high prior attainment made **above average** score (0.03) in achieving progress score of **+3.70**.

KEY STAGE 2 MATHS ATTAINMENT

- The percentage of pupils achieving the expected standard in maths was 1% **above** the national expected standard of 71%.
- The percentage of pupils achieving a higher standard in maths was 15%, which was **below** the national standard of 22% for children achieving a higher standard.
- The 11 pupils with low prior attainment in reaching the expected standard in maths combined was **well above** national (25%) at 45% and **above** national (1%) for low prior attainment achieving a higher standard at 9%.
- The 24 pupils with middle prior attainment in reaching the expected standard in maths combined was **below** national (78%) at 75% and **below** national (13%) for middle prior attainment achieving a higher standard at 4%.
- The 12 pupils with high prior attainment in reaching the expected standard in maths combined was **above** national (96%) at 100% and **below** national (52%) for high prior attainment achieving a higher standard of 42%.
- The percentage of boys achieving the expected standard in maths at 75% was 3% **above** other boys nationally. **17%** of this group achieved the higher standard, which was 8% **below** national.
- The percentage of girls achieving the expected standard in maths at 69% was 2% **below** other girls nationally. **14%** of this group achieved the higher standard, which was 6% **below** national.
- Of the 24 disadvantaged pupils, 64% attained at the national standard or better, which was **below** the national average of 78%. 14% attained greater depth, which was 7% **below the national average**.
- Of the 23, other children 80% achieved the expected standard, which was **above** the national figure of 78%. 16% of this group achieved greater depth, which was **below** national at 27%.
- Of the 23 English as an additional language group (EAL) 70% achieved the expected standard.
- Of the 9 children with SEN Support 40% achieved the expected standard.

KEY STAGE 2 MATHS PROGRESS – ADJUSTED SCORES

- The **progress measure** for maths was **+1.66** and above the national average of **+0.04**
- The 22 boys made **well above average** (+0.83) progress measure of **+3.57**
- The 25 girls made **below average** (-0.79) progress at **-0.02**.
- The 24 disadvantaged children made **above average** (0.54) progress with a score of **+2.11**
- The 23 other group of children made **above average** (0.54) progress at **+1.19**.

- The 9 SEN support group of pupils made **above average** (0.00) with a score of **+1.30**
- The 38 children with no SEN had a progress score of **+1.75**, which was well above the average score of 0.42.
- The non-mobile pupils (45) made **above average** progress (0.11) with a score of **+1.30**
- Pupils with English as a first language (27) had a progress score of **+0.25**.
- The pupils with English as an additional language (18) had a progress score of **+4.23**.
- The 11 pupils with low prior attainment made **well above average** (0.04) progress in achieving the expected standard and higher standard with a progress score of **+8.22**.
- The 24 pupils with middle prior attainment made **+0.28** progress score in achieving the expected standard, which was **above** the national average of +0.04.
- The 12 pupils with high prior attainment made **below** score (0.03) in achieving progress score of **-1.60**.

CURRENT PROGRESS FOR YEAR GROUPS ACROSS THE SCHOOL AND ACROSS SUBJECTS

As a result of a rich, broad, balanced and varied curriculum the range of subjects supports our pupils in acquiring knowledge, understanding and skills in all aspects of their education, as evidenced in the school's rigorously monitored internal data. Furthermore, throughout each year group and across the curriculum, including in English and Mathematics, all pupils make substantial and sustained progress, **considering their different starting points**.

Disadvantaged pupils, disabled pupils, those with special educational needs and those pupils with English as an additional language on roll are close to or are improving towards that of other pupils with the same starting points, as evidenced in the school's ongoing Monitoring and Assessment Timetable and OfSTED Inspection May 2017. Leaders' discerning use of the pupil premium quickly removes potential barriers to learning and enables these pupils to thrive. Pupils who have special educational needs and/or disabilities are exceptionally well supported and make excellent progress...SEND coordinators work closely with staff to ensure that pupils who have special educational needs and/or disabilities are identified quickly and supported robustly. This is as a result of:

- Continued implementation of our Reading, Writing and Mathematics strategies
- Rich, broad and balanced curriculum
- Targeted interventions for Reading, Writing and Mathematics, reviewed on a half termly basis
- Consistent targeted approach to streamed phonics teaching

- Relevant Continuing Professional Development for staff
- Reading schemes
- Purchase of SALT SLA – the school has its own speech and language therapist
- Literature spine
- Accurate half termly assessments
- Ongoing Termly Pupil Progress Meetings to target children who need to catch up
- Improved resources for the teaching of Reading, Writing, Phonics and Mathematics
- A focused Monitoring and Assessment timetable
- Termly parent workshops
- Appraisal Targets linked to the School Development Plan
- Range of moderation activities both internal and external.

PRIORITIES FOR FUTURE DEVELOPMENT

To continue to make certain that all teachers have a firm and common understanding of the school's strong curriculum intent and is evidenced in their practice and outcomes for its pupils.

- To secure a good transition between each year group through discussion with colleagues, analysis of previous programmes of study and use of prior assessment data along with formative assessments made in September to create PWM Programmes so pupils can quickly address key points in learning.
 - ✓ Raise standards and address pupils' needs in Year 1 through continuous provision for identified pupils along with daily guided reading, writing and mathematics sessions.
 - ✓ Implement a bespoke phonics and early reading programme for Reception, Year 1, Year 2 and Year 3 pupils with additional guided/tightly structured phonics and guided reading sessions.
 - ✓ Each teacher to identify two or three disadvantaged pupils who need additional support to quickly reach the expected standard in RWM and implement a comprehensive programme of intervention in the Autumn and Spring Terms.
 - ✓ Ensure staff are fully trained in developing oracy skills and an agreed programme is implemented for identified pupils when each class returns.
- To embed the updated curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- To ensure teachers have good knowledge of writing and the Leader of

Learning provides effective support for those teaching outside their main areas of expertise resulting in writing outcomes continue to improve.

- To ensure teachers have good knowledge of reading and the Leader of Learning provides effective support for those teaching outside their main areas of expertise resulting in reading outcomes continue to be outstanding.
- To ensure teachers have good knowledge of mathematics and the Leader of Learning provides effective support for those teaching outside their main areas of expertise resulting in mathematics outcomes continue to be outstanding.
- To ensure all teachers are able to demonstrate deep curriculum knowledge and understanding of the curriculum and maintain the outstanding teaching designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- To further embed the highly effective teaching and learning of phonics and spelling to ensure that all pupils have the necessary skills to make outstanding progress.
- To maintain an outstanding environment that reflects the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills.
- To continue to reading is prioritised by ensuring that teachers plan a rigorous and sequential approach to the reading curriculum which further develops pupils' fluency, confidence and enjoyment in reading and reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- To continue to use assessment well and do not use it in a way that creates unnecessary burdens on staff or pupils whilst addressing identified gaps in attainment in core subjects within specific/vulnerable groups and implement effective and timely intervention strategies and groups.
- To ensure that staff planning demonstrates high expectations for all pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- To implement improvements to the wave three interventions available to exceptionally able pupils.
- To continue to implement Teachers New to School Induction and ensure that the teaching and learning policy is consistently applied by all who are new to the school as well as established staff.
- To further develop parents' understanding of how to support their child's development and further involve them in their child/children's learning.

BEHAVIOUR AND ATTITUDES

SCHOOL DOCUMENTATION AVAILABLE FOR EVIDENCING IMPACT	• Whole School Data Tracking; • Bolton Data Packs 2021 and 2022; • Assessment and Monitoring Outcomes; • Inspection Summary Data Report 2022; • Analyse School Performance 2022 (ASP); • Internal and External Moderation; • Lead Partner Reports; • OfSTED Report May 2017. • CPD Timetable. • Lead Partner Reports; • Safeguarding Procedures; • Safeguarding Records; • Internal Attendance Data; • Pastoral Support Team Evaluations; • Pastoral Support Team Minutes; • Attendance Data; • Governor Safeguarding Subcommittee Minutes; • Internal and External Moderation; • Child Protection Online Monitoring System (CPOMS).
SCHOOL'S OVERALL JUDGEMENTS ON BEHAVIOUR AND ATTITUDES	1
OVERALL JUDGEMENT ON THE BEHAVIOUR AND ATTITUDE OF PUPILS AT THE SCHOOL <i>The school's work to promote pupils' personal development and welfare is</i>	

outstanding (OfSTED 2017). Pupils' **behave with consistently high levels of respect for others**. Ongoing monitoring of behaviours, throughout school by the Behaviour Lead and Pastoral Support Team, **evidences incidences of low-level disruption are extremely rare**. However, leaders judge behaviour within school to be **cautiously outstanding**, as the admission of those **children new to the country (28%)**, who have had **no experience of formal education**, can cause some low level disruption until they are fully inducted into the school. As a result of an **effective Behaviour Policy**, Behaviour Lead interventions, ongoing Behaviour Monitoring through CPOMS and input from the Local Authority Behaviour Support Service (BSS), those individuals or individuals with particular needs 1.5% (7 children), **show a sustained improvement in their behaviour and the reduction of individual behaviour plans reflect that improvement**. Pupils' views are coherent with the above point made. They state that most issues concerning any disruptive behaviour are usually related to pupils who work with the Behavioural Lead and are '*new to the country*'. Pupils also state that **through a rich and balanced curriculum**, learning is relevant and the school's **Character Matters Programme** equips them with the '**right attitudes to learning**'. As a result, pupils consistently have highly positive attitudes and commitment to their learning. They are persistent in the face of difficulties. When pupils struggle with this, the school takes intelligent, swift and highly effective action to support them any fixed term exclusions are used appropriately as evidenced in the Analyse School Performance (ASP) - exclusions reported in each of the last three full academic years. Our recent **outstanding OfSTED Inspection May 2017** reported '*Over time, leaders have embedded the school's 'character matters' ethos. This highlights and constantly reinforces the importance of different values and traits that underpin a successful and harmonious community. As a result of this work, pupils are optimistic and resilient. They approach their work with a determination to do well and a commitment to supporting their classmates to also succeed. They are humble yet confident. Pupils clearly understand the necessary qualities for being a successful learner and they are equipped with strategies to learn effectively in a variety of ways*'.

Consistent high levels of positive behaviour makes a strong contribution to an exceptionally positive climate for learning as evidenced around school and reflected in the outstanding progress our pupils make, throughout the key stages. Despite the school being pupils, say that they engage well with their work because they enjoy their lessons so much evidencing their consistently positive attitudes towards their learning. Observations of learning in classrooms and work scrutinies, through the Assessment and Monitoring Timetable, **indicate that pupils are keen to contribute in lessons and to improve their work**. They have excellent attitudes to learning which has a strong, positive impact on their progress. They say they are proud of their achievements and of their school.

This is further evidenced by:

Pupils' responses to marking;

- Pupils' excitement when talking about their learning;
- Pupil questionnaires;
- Outcomes of the Assessment and Monitoring Timetable;
- Outstanding outcomes for pupils.

Through focused monitoring of behaviour by the Pastoral Support Team, led by the Behavioural Lead, around school and on the playgrounds, **evidence indicates that pupils exhibit high standards of behaviour.** Pupils say that behaviour is really good and that they get on well. Pupils say that there are a range of rules and rewards in place to help them to develop and maintain good behaviour and **as a result, pupils are confident, self-assured learners.**

As a result of excellent induction systems, which include support from the Local Authority and the school's Character Matters Programme, pupils say that pupils from different ethnic groups and religions settle in well and they all get on. This is driven through the **school's exceptional attention to the promotion of British Values** and developing positive character. As a result, pupils display high levels of spiritual, moral social and cultural development, and are considered in their discussions and debates, whilst respectful of other's ideas and points of view. **Positive, caring relationships are a strength of the school and pupils are happy, feel safe, and looked after.**

Pupils consistently have highly positive attitudes and commitment to their education. They are taught to be persistent in the face of difficulties through:

- A focused Character Matters Programme
- High expectations outlined in the range of policies and modelled by all adults working within the school
- Targeted and focused induction strategies when pupils are moving through school or on to high school
- Consistent Behaviour Policy
- Transition Procedures within school, e.g. the focus on the Prime Areas in Pre-school and Nursery so the children are school ready
- Transition Procedures through liaison with High Schools
- Ongoing liaison with Parents
- Pupils relish opportunities to take on responsibilities as evidenced through a range of schemes throughout school such as School Council Membership, Head boy/Head girl, Reading Buddies, Playground Buddies, Random Acts of Kindness etc.
- Policies for extending learning beyond the classroom.

Positive, **caring relationships are a strength of the school and pupils are happy, feel safe, and looked after.** They behave well and are polite and considerate. Different groups of pupils get on well together as evidenced in the previous OfSTED Report and through our own timetable of monitoring

activities. Pupils have a very accurate understanding of what bullying is, **and are adamant that there is no bullying in the school.** All pupils display very strong understanding of the forms of bullying through a **carefully planned PHSCE Curriculum** linked to themed weeks and how to prevent it. Pupils' responses are reflected in the Behavioural Lead's Bullying Monitoring data and through the pupils own work in book scrutinies on the emotional impact of bullying. Pupils agree that incidents of aggression, discrimination and derogatory language are rare and when they occur, they are dealt with quickly and effectively.

PUPILS ATTENDANCE

The pastoral team works with drive and creativity to relentlessly promote the virtues of good attendance and support the families of pupils who are regularly absent from school. The **Pastoral Support Team rigorously monitor and evaluate the implementation of the Attendance Policy through:-**

- Consistent analysis of data
- Clear and measurable targets
- Focused roles and responsibilities
- Procedures and actions established through weekly meetings, for those with the highest rates of absence
- Prompt and swift action taken to address non-attenders on a daily basis
- Ongoing referrals to the Local Authority Early Intervention Team (EIT)
- Referrals to Children's Services
- Referrals to the Local Authority Children Missing in Education Team.
- Home Visits and family support.

The pastoral team has played a key role in orchestrating general improvements to attendance. Despite this, rates of absence need to be improved further because there are a small number of pupils who continue to be regularly absent from school. Leaders are understandably frustrated by some rates of attendance. They have a clear understanding of the complex reasons why attendance is lower among some groups, and are determined to break down barriers even further.

As a result, Internal data reports the attendance of pupils who have previously had exceptionally high rates of absence, is **falling quickly towards the national average,** as reflected in the **current academic year data (2021 to 2022) with the average absence rate at 4.4%. In addition and as a direct result of additional action** being taken to improve pupils' attendance, Leaders have updated the school's arrangements for school arrival within the Drop Off and Pick Up Policy. As a result, the school are seeing a significant increase in attendance as evidenced though internal attendance data.

PRIORITIES FOR FUTURE DEVELOPMENT

To continue to promote the personal development of pupils so they have access

to a rich set of experiences.	
✓ To make sure that Pupils have high attendance, come on time to school. ✓ To continue to make certain that all aspects of pupils' welfare is promoted at all times resulting in pupils feeling and being safe through re-establishing ✓ To continue to make certain that all aspects of pupils' welfare is promoted at all times resulting in pupils feeling and being safe through re-establishing high expectations following changes in DFE Guidance e.g. key expectations and systems in assemblies and collective worship. ✓ To ensure there is sustained improvement in individuals or groups of pupils' behaviour, whilst maintaining the impeccable behaviour of almost all pupils as a result of the school's effective strategies and to ensure Pastoral Support Team are effective in meeting the needs of pupils across the school, particularly those new to the country. ✓ To continue to actively promote anti-bullying, anti-aggression, anti-discrimination ensuring the pupils work with the school in preventing bullying including online bullying and prejudice bullying and that rate instances of bullying behaviour and/or use of derogatory or aggressive language is dealt with rapidly and effectively. ✓ To make certain that all pupils can explain accurately and confidently how to keep themselves healthy and have an age appropriate understanding of healthy relationships and consistently high levels of respect for others with a focus on the SMSC Policy and RSE Policy.	
PERSONAL DEVELOPMENT	
SCHOOL DOCUMENTATION AVAILABLE FOR EVIDENCING IMPACT	• Whole School Data Tracking; • Bolton Data Packs 2021 and 2022; • Assessment and Monitoring Outcomes; • Inspection Summary Data Report 2022; • Analyse School Performance 2022 (ASP); • Internal and External Moderation; • Lead Partner Reports; • OfSTED Report May 2017. • CPD Timetable. • Lead Partner Reports; • Safeguarding Procedures; • Safeguarding Records; • Internal Attendance Data; • Pastoral Support Team Evaluations;

	• Pastoral Support Team Minutes; • Attendance Data; • Governor Safeguarding Subcommittee Minutes; • Internal and External Moderation; • Child Protection Online Monitoring System (CPOMS).
SCHOOL'S OVERALL JUDGEMENTS ON PERSONAL DEVELOPMENT	1
PERSONAL DEVELOPMENT Over time, leaders have embedded the school's 'character matters' ethos. This highlights and constantly reinforces the importance of different values and traits that underpin a successful and harmonious community. As a result of this work, pupils are optimistic and resilient. They approach their work with a determination to do well and a commitment to supporting their classmates to also succeed. They are humble yet confident. Pupils clearly understand the necessary qualities for being a successful learner and they are equipped with strategies to learn effectively in a variety of ways. The school consistently goes 'the extra mile' to promote the personal development of pupils, so that they have access to a rich set of experiences. As a result of our diverse and inclusive curriculum incorporating the following: - Themed days/weeks celebrating culture/diversity, e.g. MFL day, African workshop, Red, White and Blue day, Chinese New Year etc. - Professionals' week to raise aspirations - Racing to English scheme promoting inclusion for INAs - PSHE – challenging forms of bullying, discussing different family structures etc. - Sex and Relationships Education – gender stereotypes, sexual orientation etc. - Character Matters programme - Tribes – promotes equality and diversity by encouraging and celebrating community working • Quality first teaching and other strategies such as pre-teaching ensure equal access opportunities for pupils in terms of participation • A variety of assessment methods, e.g. OAT, NASSEA steps, scribed work, photographic evidence etc. provide equal access opportunities for pupils • Staff CPD, e.g. INA training • Policies promoting equality of opportunity and diversity, e.g. Transgender policy	

- Environment celebrates diversity, e.g. in hall, languages celebrated etc.;
- Celebration assembly, e.g. external awards such as sporting achievements or awards given in religious settings like mosques
- INA induction policy from pre-admission onwards
- ACIS support for INAs during transition
- NASSEA steps
- ILPS
- INA tracker
- Culturally diverse texts in every classroom;
- Dual language texts;
- Language of the month;
- Languages celebrated on display in classrooms;
- Comprehensive Behaviour Policy ensures pupils are dealt with swiftly and fairly, ensuring equal learning opportunities for all pupils;
- Pastoral team promoting high attendance, behaviour and standards of safeguarding;
- Playground buddies and friendship groups promoting social inclusion during lunch times.

Teachers are **quick to challenge stereotypes** and the use of derogatory language in lessons and around the school. Resources and teaching strategies, through the school's curriculum, is rich and varied, providing a wide range of experiences, **as well as reflecting and valuing the diversity of pupils' experiences**. Pupils are provided with a comprehensive understanding of people and communities beyond their immediate experience and, as a result, their enjoyment of school and outstanding spiritual, moral, social and cultural development is obvious as evidenced in the outstanding OfSTED Inspection 2017.

As a result of a **highly effective curriculum underpinned by an enrichment focus, pupils' knowledge of how to keep themselves safe when using the Internet, mobile technology and social networking sites is impressive**. Pupils of different ages are able to explain in detail what they must never do and how to report concerns. **Through questionnaires and pupil interviews, pupils state they feel extremely safe and well looked after. They speak very highly of teachers and dinner supervisors, who help to address any concerns they may have.**

Pupils **understand how to look after their bodies and minds** and can articulate this when asked as a result of:

- Focused and relevant PHSCE Curriculum
- Themed weeks with focuses such as Mental Health Week, E Safety
- PHSCE Tracker
- Professionals in school

- Liaison with outside agencies for children and parents
- Achieved Healthy School 2017, working towards Healthy School Plus which includes Health and Emotional Well-being
- Achieved Well-being Award 2021
- A breakfast club supported 30 pupils and many staff
- A range of fruit daily for pupils as well as water
- Healthy snacks for the EYFS
- Salad bar in the dining room
- Fruit for all EYFS and Key Stage 1 pupils
- Actively promoted physical activity during break times
- Lunchtime sessions of football, rounders, large ball hockey, skipping, etc. delivered by LA Sports Coaches
- Specialist Sports Coaching
- Training for midday supervisors in supporting games in the playground
- Two hours of PE a week in which football, netball, cricket, rounders, hockey, dance and gymnastics are rotated on a termly basis
- Swimming Lessons provided
- Range of extra-curricular clubs
- Monitored through PHSCE Tracker.

The school ensures that participation in extra-curricular activities is consistently very high, including those from disadvantaged backgrounds, so that all can benefit for these opportunities and experiences as evidenced in pupil questionnaires, organisation and timings of extra-curricular activities including take up.

The school develops pupils' character very well and as a result, pupils also state that the school encourages very positive relationships between pupils. They feel that the school helps to **promote high levels of feeling safe and happy**. For example, they state that the school ensures that any pupils new to the school are given friends to ensure they feel well looked after. This is as a result of:

- ✓ A rich and varied curriculum underpinned by a PSHCE Curriculum
- ✓ Effective Behaviour and Anti Bullying Policy
- ✓ Parental Involvement and information workshops
- ✓ The Character Matters Programme
- ✓ Effective induction and transition procedures
- ✓ E-Safety Policy
- ✓ British Values Curriculum
- ✓ Effective School Council
- ✓ Ongoing Staff Professional Development
- ✓ Effective Monitoring and Assessment Timetable
- ✓ Safeguarding Policy

✓ Attendance Policy ✓ Effective Pastoral Support Team.
PRIORITIES FOR FUTURE DEVELOPMENT <i>To continue to promote the personal development of pupils so they have access to a rich set of experiences.</i> ✓ <i>To further enhance the British Values aspect of the curriculum through the effective implementation of the British Values Action Plan.</i> ✓ <i>To make certain that all pupils can explain accurately and confidently how to keep themselves healthy and have an age appropriate understanding of healthy relationships and consistently high levels of respect for others with a focus on the SMSC Policy and RSE Policy.</i> ✓ <i>To continue to promote positive mental health for every member of our staff and pupil by conducting Wellbeing Walkabouts each day and ensure staff and pupils use these times to consider any necessary flexibility in approaches, systems and procedures.</i>

LEADERSHIP AND MANAGEMENT	
SCHOOL DOCUMENTATION AVAILABLE FOR EVIDENCING IMPACT	• Whole School Data Tracking; • Bolton Data Packs 2021 and 2022 • Assessment and Monitoring Outcomes • Inspection Summary Data Report 2022 • Analyse School Performance October 2022 (ASP) • Internal and External Moderation • Lead Partner Reports; • OfSTED Report May 2017. • CPD Timetable.
SCHOOL'S OVERALL JUDGEMENTS ON LEADERSHIP AND MANAGEMENT	1
OVERALL JUDGEMENT ON THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT Leaders made a determined response, following local and national guidance/requirements in terms of persistent absence. As a result, the rate of attendance is rising and the curriculum is being delivered consistently well in all year groups, which is having a positive impact on pupils' learning. The school's clear focus on good mental health is helping to secure staff and pupil wellbeing as evidenced in the recent achievement of the Wellbeing Award for Schools (WAS), June 2021. <i>'Outstanding leadership, effective stakeholder voice and consultation mechanisms, clear communication and the wellbeing vision and strategy has led to a shared responsibility and ownership that promotes</i>	

and empowers everyone to take responsibility of their own and others wellbeing and mental health' - Wellbeing Award for Schools (WAS) Verification Report, June 2021.

As a result of a **very well defined and cohesive management structure**, effective policies, school action plans focused on the right priorities and an intensive monitoring and assessment timetable, **there is a relentless drive to further improve and no sense of complacency.** *'The head teacher is uncompromising in ensuring that pupils benefit from the care and support needed to thrive'.* (OfSTED Report May 2017). At the heart of the school's work is the pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values. **Everyone works as a cooperative and effective team.** Consequently, the school is in a strong position to maintain and build upon its already high standards and outcomes for pupils through a rich and varied curriculum. **The school therefore judges its Leadership and Management as outstanding.**

HIGH EXPECTATIONS, DIRECTION AND POSITIVE IMPACT

The Head teacher provides strong leadership. *Her ambition and drive has led to strong improvements in the school's outcomes for pupils (OfSTED 2017).* Her expertise has been used in mentoring and supporting other schools and individual heads within the Local Authority and beyond. Roles have included: new Head teacher Mentor, Leadership Partner and Executive Head teacher. *'The Head teacher is an outstanding and inspirational leader who has continually raised the standards and expectations of everyone in the school community. From low starting points, pupils make excellent progress – an achievement that deserves recognition considering the array of barriers and challenges that continually confront the school'.* (Lead Partner June 2018) Our recent outstanding OfSTED Inspection (May 2017) reported *'Leaders have created an inclusive school with a culture of high expectations and a shared commitment to providing the very best opportunities for pupils. Their vision and determination have been pivotal in driving improvements since the last inspection'.* Senior Leaders expertise has been used in mentoring and supporting other schools including School to School Support, Subject Leadership Support, Pre-school Support, mentoring senior leaders new to post and providing day to day leadership as Head of School as part of an Executive Leadership Team. *'Leadership is highly effective at all levels. The Head teacher and senior leaders are assured and relentlessly positive. They all play important roles in supporting other schools within the local authority to develop different areas of their practice.'* (OfSTED 2017).

ROBUST SELF-EVALUATION AND STRATEGIC PLANNING –SECURING IMPROVEMENT IN TEACHING, LEARNING AND OUTCOMES, INCLUDING FOR DISADVANTAGED PUPILS

Leaders at all levels are realistic about what needs to improve. **The school's own view of its strengths and weaknesses is very accurate, as evidenced through termly Lead Partnership (LP) Visits** and thorough analysis of data relating to pupils' progress based upon rigorous checking of teaching and consultations with parents and pupils. *'There is a continuous message and feeling of quality'* (Lead Partner June 2020). Outcomes from ongoing monitoring activities **effectively inform strategic planning identifying suitable priorities and actions, indicating how and when the success of these will be measured against outcomes for pupils.** The systems to monitor teaching are varied and rigorous. Senior Leaders ensure close attention is paid to accelerating progress for pupils supported by pupil premium. **Middle Leaders are highly effective in their own subject areas, evaluate outcomes, and plan effectively through a rigorous Assessment and Monitoring Timetable as a result of high quality well targeted CPD. They show an excellent awareness of any gaps between disadvantaged pupils and other pupils nationally and within the school.** As a result, attainment is above national averages at the end of Key Stage Two and the gap is rapidly closing both internally and nationally at Key Stage One and within the EYFS.

MONITORING FOR IMPROVEMENT IN TEACHING: PERFORMANCE MANAGEMENT & THE PROFESSIONAL STANDARDS

Through detailed checking, teachers are held to account and given targets to **improve their practice.** As a result of this monitoring and guidance, clear training and support needs are identified and **addressed through quality, well-focused in-house and external training.** *'Leaders' systems for managing the performance of staff are exemplary. All members of staff agree ambitious targets that closely align with school-development priorities. Staff receive high-quality training that enables them to achieve their targets and develop particular areas of their practice. Systems for sharing the best ideas about teaching are highly developed. For example, all staff contribute enthusiastically to the cycle of weekly, whole-staff training opportunities'.* OfSTED May 2017 Consequently, teaching and support staff are extremely effective. Staff feel very supported through highly effective and meaningful engagement. When issues are identified, they are consistently dealt with appropriately and quickly as evidenced through Staff Questionnaires and the recent Staff Workload Review. Pay progression is securely linked to performance against challenging appraisal targets and linked to the Teachers' Standards. **Senior and middle leaders hold formal meetings with teachers every term to review pupils' progress.** Consequently, this is helping them to close gaps in the learning and attainment of groups of pupils; the school keeps a close check on the impact of such support on improving teaching and pupils' achievement. **The effectiveness of this support is exemplified by the exceptionally good progress made by the newly qualified teachers employed by the school.** Rigorous checking also successfully ensures that the best use is made of the available resources. For example, those pupils who have been supported by the Pupil

Premium allocation have made accelerated progress and are achieving well above the progress of similar pupils nationally in English and mathematics.

GOVERNORS DEPLOYMENT OF THEIR DUTIES

'Governors have a strong understanding of the school's strengths and development priorities. They are committed to improving their effectiveness as a governing body. To this end, they recently commissioned an external review of governance and they have used the findings from this review as a springboard for further developing aspects of their work.' (OfSTED Report May 2017). Our recent outstanding OfSTED Inspection reported *'Governors work in tandem with leaders to ensure that any shortcomings are swiftly identified and remedied. Together, governors and leaders provide the school with an unwavering clarity of direction'.* The governance of the school is cautiously outstanding. **As a result of focused Governor Audit and bespoke Governor Training, the governing body is effective and it carries out its responsibilities to the highest standard.** It meets regularly and it **performs its statutory duties efficiently and effectively.** Through reporting and monitoring, the Governing Body supports and challenges the Leadership Team and helps to shape the vision and direction of the school. The Chair of the Governing Body **provides very effective leadership** because he has established a **very strong working relationship with leaders at all levels.** Governors are kept well informed about the quality of teaching, performance management systems and salary progression. They are fully involved in judgements concerning staff promotion issues and keep a close check on the effective management of financial resources. **Governors have a very good awareness of pupils' past and current achievement.** They test out the schools' judgements of itself through visits to the school that have a clear focus and are linked to the SDP. Governors are very clear and honest about their strengths and weaknesses, and as result regularly access the Local Authority. They know what they need to do to further improve their level of challenge and support to the school. Governors understand and can talk about the significant impact of interventions and planning using Pupil Premium.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT AND BRITISH VALUES

Pupils' knowledge of life in modern Britain is exceptional as a result of the school celebrating its cultural diversity and providing many opportunities for pupils to learn about different cultures and traditions through its well thought out curriculum linked to effective Spiritual, Moral, Cultural and Social Development, Christian Values and British Values. This is as a result of the school's Character Matters Programme. This is driven through the school's excellent attention to the promotion of British Values and developing positive character. As a consequence, pupils display high levels of spiritual, moral social and cultural development, are considered in their discussions and debates whilst respectful of other's ideas and points of view. All aspects of pupils' spiritual, moral,

social and cultural development are exceptionally well developed. Leaders at all levels promote equality of opportunity and diversity exceptionally well, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. **Leaders, staff and pupils do not tolerate prejudiced behaviour. Pupils are very responsible and are skilled at working together.** They have first-hand opportunities to meet religious leaders and visit various places of worship including our own Church, mosques and Hindu cultural temples as evidenced through the school's recent OfSTED Inspection (May 2017) and Lead Partner Report of June 2019.

THE EFFECTIVENESS OF SAFEGUARDING PROCEDURES

As a result of ongoing CPD, all staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. **A clear, coherent Safeguarding Policy and effective procedures are securely in place and rigorously applied, ensuring that all work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.** Evidence clearly shows, through the school's Monitoring Timetable and weekly Pastoral Support Meetings that **leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted.** Leaders at all levels effectively promote equality of opportunity and are proactive in tackling all forms of discrimination.

PROTECTING PUPILS FROM RADICALISATION AND EXTREMISM

Through high quality Prevent Training resulting in staff's vigilance, confidence and competency to challenge pupils' views and encourage debate, leaders' have ensured that pupils protected from radicalisation and extremism is exemplary and respond swiftly, where pupils are vulnerable to these issues.

PRIORITIES FOR FUTURE DEVELOPMENT

To continue to develop an inclusive school with a culture of high expectations and a shared commitment to providing the very best opportunities for pupils

- ✓ *To ensure staff CPD is bespoke to each cohort's needs and includes content relevant to the previous year group's work and ensure that the inevitable learning gaps following the impact of COVID 19 will be addressed for our pupils' particularly disadvantaged pupils and including pupils with SEND.*
- ✓ *Subject leaders to identify missed themes/topics and to consider and agree how these can be included in other year group's work*
Some teachers, especially those new to the profession may need additional CPD in formative assessment to help them identify next steps in pupils' learning
- ✓ *To continue to engage with staff and take account of the main pressures whilst being realistic and constructive in managing staff including their workload and ensure reporting high levels of support for well-being issues*

is consistent.

- ✓ *To support ECTs Induction and ensure that the teaching and learning policy is consistently applied by all who are new to the school as well as established staff, particularly those who may need additional CPD in formative assessment to help them identify next steps in pupils' learning.*
To continue to ensure the school has a culture of safeguarding that facilitates effective arrangements to:
- ✓ *Identify pupils who may need early help or who are at risk of neglect, abuse, grooming, sexual harassment, online sexual abuse, sexual violence or exploitation;*
- ✓ *Help pupils reduce their risk of harm by securing the support they need or referring them in a timely way to those who have the expertise to help;*
- ✓ *Manage safer recruitment and allegations about adults who may be a risk to pupils.*
- ✓ *To continue to ensure self-evaluation of the school is rigorous and accurate reflecting the leaders and governors high expectations, clear and ambitious vision realized through a strong, shared values, policies and practice.*
- ✓ *To maintain an ambitious and effective Curriculum and continue to ensure its breadth and balance as evidenced through consistently improving outcomes for pupils and how well it prepares pupils for life, promotes and British Values.*
- ✓ *To further improve teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.*
- ✓ *To ensure there is sustained improvement in individuals or groups of pupils' behaviour, whilst maintaining the impeccable behaviour of almost all pupils and actively promote anti-bullying.*
- ✓ *To continue to ensure governors continue to systematically challenge all leaders on the effective deployment of staff and resources.*
- ✓ *To continue to develop Collective Worship and establish strategies for pupils to play a part in the planning of worship themes to further enhance their involvement and establish evaluation procedures of worship that involve the views of all stakeholders in order to ensure worship opportunities have the most positive impact on all members of the school*
- ✓ *To continue to ensure that leaders, managers and governors have a deep and accurate understanding of the school's effectiveness.*

- ✓ *To ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly. As a result, staff consistently report high levels of support for well-being issues*
- ✓ *To maintain the pupils outstanding spiritual, moral, social and cultural development underpinned by British Values.*

EARLY YEARS PROVISION	
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SCHOOL'S OVERALL JUDGEMENTS FOR EARLY YEARS PROVISION	1
OVERALL JUDGEMENT ON THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE As a direct result of an uncompromising, highly successful drive in the pursuit of excellence by Leaders and Managers, children make consistently high rates of progress, in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. Almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress. The Leadership Team therefore judges its Early Years Foundation Stage as outstanding. Through a highly stimulating environment and a curriculum that provides no limits or barriers, meticulously planned learning, children access and highly achieve in the seven areas of learning. Cross-curricular links and the emphasis on developing pupils' communication and language and social skills, contribute to their substantial and sustained progress. The curriculum is further enhanced by trips, activities and visitors to school, aimed at promoting good health and knowledge of the world. The importance attached to developing character traits such as determination, resilience and empathy, make an exceptional contribution to children's spiritual, moral, social and cultural development and prepares them very well for the future. As a result of strong links between	

appraisal systems and professional development opportunities for all staff, they feel a strong sense of accountability and are well supported at all levels. Consequently, the children's substantial and sustained progress and rapidly improving attainment compared with national averages reflect the outstanding quality of teaching and provision from their low starting points.

Many children join the nursery with skills below those typically expected for their age. A significant number of children who join the early years at different stages are new to the country and many are new to speaking English. Despite this, the proportion of children reaching a good level of development by the end of Reception is in line with the national average.' OfSTED 2017. The children's individual starting points in the EYFS are **below typical age related expectations**. In the Specific Areas of Literacy and Mathematics, the large majority enter Reception below. However, as a direct result of our **Two Year Old Provision** and focusing on the Prime Areas of Learning, throughout the Pre-school and Nursery, baseline assessment at the start of Reception indicates **the majority of children are in line with age related expectations in the Prime Areas**.

'Building Relationships' strand. Children were often not confident in building relationships with their peers and found turn taking particularly challenging. Children were often less resilient and struggled to persevere with tasks often lacking confidence when trying new things and struggling to demonstrate independence, therefore did not achieve the Early Learning Goals (ELGs) for 'Managing Self'. Work around building relationships and improving resilience is being addressed in Year One through Wellbeing Interventions.

Current school data indicates attainment on entry to the school is **below typical**. The last school inspection report stated, 'Children make outstanding progress in the early years. Many children join the nursery with skills below those typically expected for their age. A significant number of children who join the early years at different stages are new to the country and many are new to speaking English. Despite this, the proportion of children reaching a good level of development by the end of Reception is in line with the national average.' OfSTED 2017. The children's individual starting points in the EYFS are **below typical age related expectations**. In the Specific Areas of Literacy and Mathematics, the large majority enter Reception below. However, as a direct result of our **Two Year Old Provision** and focusing on the Prime Areas of Learning, throughout the Pre-school and Nursery, baseline assessment at the start of Reception indicates **the majority of children are in line with age related expectations in the Prime Areas**.

As a result of the school's carefully targeted interventions, children make **rapid progress** throughout the EYFS. For example, there is a focus on PSED, parental support, phonics development and number work. The impact of this provision is

that 65% of these pupils achieved a good level of development in the academic year 2021 to 2022 and broadly in line with the National Figure and slightly above the Bolton LA figure of 64%.

As a result of the school's Safeguarding Policy, Behaviour Policy, Character Matters Programme and high expectations of the practitioners in the Early Years Foundation Stage, **children feel extremely secure in the unit, as their well-being is at the heart of Early Years practice.** The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. **They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.** Children's health, safety and well-being are further enhanced by the vigilant and consistent implementation of these robust policies and procedures. Consequently, safeguarding is highly effective and there are no breaches of statutory welfare requirements. This is evidenced in the **close bond the children have with their key person**, their relationships with staff within the unit, their positive responses to staff throughout school and outcomes of the school's own effective monitoring activities.

OfSTED reported in May 2017, *'Leaders of the early years are ambitious for all children and set very high expectations. Leaders meticulously track the progress made by children and ensure that they receive the support and guidance needed to flourish. Leaders have developed clear mechanisms for sharing good practice among staff'*. As a result, all adults who work in the early years are knowledgeable and highly skilled owing to the **uncompromising pursuit of excellence by leaders and managers to improve outcomes**, the school's good level of development has risen consecutively in the last three years. **From the base-line assessment data for three consecutive years, evidence shows that the vast majority of children make typical progress, whilst most children make better than typical progress in the prime areas, Literacy and Mathematics.** Incisive evaluation of the impact of staff's practice leads to rigorous appraisal targets set and focused professional development continues to improve and enhance the quality of teaching. Leaders and managers work effectively with parents and carers, including those who might traditionally find working with schools difficult; **highly positive feedback reflects their appreciation of how they can support the EYFS in ensuring rapidly improving outcomes for their children.** Information leaflets, workshops and parents' evenings provide extremely effective guidance on how parents can further support their children's learning. **The Deputy Head Teacher is relentless in her pursuit to provide the very best education for the youngest children**, as evidenced in her capacity as **Local Authority Early Years Champion** supporting pre-school leaders throughout the Bolton.

PRIORITIES FOR FUTURE DEVELOPMENT

To continue to deliver a curriculum that provides no limits or barriers to the

children's achievements, regardless of their backgrounds, circumstances or needs and that high ambition is shared by all staff.

- ✓ *To maintain an ambitious and effective curriculum and continue to ensure its breadth and balance as evidenced through consistently improving outcomes for pupils whilst ensuring it provides no limits or barriers to the pupils' achievements.*
- ✓ *To ensure that the inevitable learning gaps following COVID 19 will be addressed for our pupils' particularly disadvantaged pupils and including pupils with SEND.*
- ✓ *To extend the school's welcome to new children and their families in September. Share all necessary documentation on line and have paper versions as necessary.*
- ✓ *To meet with identified children's parents as necessary, have daily conversations and provide flexible timetables until their children are settled.*
- ✓ *To ensure teachers have consistently secure knowledge of early reading and phonics is systematic and effective in ensuring that all children learn to read words and sentences accurately.*
- ✓ *To continue to improve outcomes for pupils at the end of the EYFS so that the percentage of children achieving a good level of development in communication and language is at least in line with National Expectation at 72%.*
- ✓ *To continue to ensure staff are knowledgeable about the teaching of mathematics and ensure that children have sufficient practice to gain fluency in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on.*
- ✓ *To continue to use assessment well and do not use it in a way that creates unnecessary burdens on staff or pupils whilst addressing identified gaps in attainment in core subjects within specific/vulnerable groups and implement effective and timely intervention strategies and groups.*
- ✓ *To address identified gaps in attainment in Prime Areas within specific/vulnerable groups and implement effective and timely intervention strategies and groups.*
- ✓ *To continue to ensure that the agreed system for use of e-Learning Journeys is further embedded and used effectively by all stakeholders.*
- ✓ *To maintain an outstanding environment that reflects the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum sequenced towards cumulatively sufficient knowledge and skills.*
- ✓ *To ensure that the children increasingly show high levels of self-control during activities and have an excellent understanding of how to manage risks*

and challenges relative to their age.

- ✓ *To ensure that Leadership remains inspirational through a focused timetable of monitoring and assessment activities and continues to provide effective support for less experienced and skilled staff.*
- ✓ *To ensure all teachers are able to demonstrate deep curriculum knowledge and understanding of the curriculum and maintain the outstanding teaching designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.*
- ✓ *To continue to ensure that the key person supports engagement with ALL parents, including those who may be more reluctant to contribute.*