



Bradford Diocesan  
Academies Trust



# Oxenhope C of E Primary School Self-Evaluation Form (SEF)

## Summary of previous judgements

<b>Date of previous inspection:</b>	25 June 2019
Grading	
Overall effectiveness	Tick
Grade 1: Outstanding	
Grade 2: Good	✓
Grade 3: Requires improvement	
Grade 4: Inadequate	

Judgement of early years	Tick
Outstanding	
Good	✓
Requires improvement	
Inadequate	

## Context and our previous inspection

### The context of our school

Our school is a one-form entry, mainstream primary school with currently 205 pupils on roll (210 PAN).

Our ethnic background is: 97.9% White British and 2.1% are another ethnicity – 1 mixed background, 1 white & black Caribbean, 3 white & other Asian background and 1 white & Indian.

The school is popular and has an excellent local reputation. Children enter the school from a wide range of pre-school, nursery and home settings. Pupils' attainment on entry to the school is above average; however, a wide number of pupils require social and emotional support and this is a factor across the school.

We have a significant number of children regularly joining our school mid-year into all year groups.

Our school works closely to build on home-school-community partnerships. We have a designated pastoral manager and pastoral assistant, who assist with developing partnerships between all stakeholders. We have a very good mix of experienced, accomplished teachers (8) on staff as well as a devoted team of Level 3 Teaching Assistants (5), two Teaching Assistant Apprentices and one Higher Level Teaching Assistant. The school has a part-time Business Manager (1 day per week) and a supportive office and premises team. Our new Senior Leadership Team consists of a Head Teacher, an Assistant Head, a SENDCO and a Business Manager.

Parent satisfaction surveys consistently rank our school as good or excellent.

We work hard to engage our children, families and the wider community and promote our school as a centre of excellence, opportunity and inclusion.

We enjoy high standards of English, Maths, Phonics, Grammar, Punctuation and Reading based on national benchmarks.

### Oxenhope Statutory Assessment Results 2017-2019

KEY STAGE 2 ATTAINMENT % OF CHILDREN REACHING THE EXPECTED STANDARD					
	RWM	Reading	Writing	Maths	Grammar, Punctuation and Spelling
<b>2019</b>	<b>73%</b>	<b>77%</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>
KEY STAGE 2 ATTAINMENT % OF CHILDREN REACHING THE GREATER DEPTH STANDARD					
	RWM	Reading	Writing	Maths	Grammar, Punctuation and Spelling
<b>2019</b>	<b>8%</b>	<b>27%</b>	<b>19%</b>	<b>35%</b>	<b>38%</b>

Key Stage 2 Progress			
	Reading	Writing	Maths
<b>2019</b>	<b>-0.09</b>	<b>0.21</b>	<b>0</b>
KEY STAGE 2 AVERAGE SCALED SCORE			
	READING	MATHS	GRAMMAR, SPELLING AND PUNCTUATION
<b>2019</b>	<b>105.3</b>	<b>106.0</b>	<b>106.9</b>

KEY STAGE 1 ATTAINMENT % OF CHILDREN REACHING THE EXPECTED STANDARD			
	Reading	Writing	Maths
<b>2019</b>	<b>92%</b>	<b>85%</b>	<b>88%</b>
KEY STAGE 1 ATTAINMENT % OF CHILDREN REACHING THE GREATER DEPTH STANDARD			
	Reading	Writing	Maths
<b>2019</b>	<b>31%</b>	<b>27%</b>	<b>27%</b>

YEAR 1 PHONICS SCREEN % CHILDREN WHO MET THE EXPECTED STANDARD	
<b>2019</b>	<b>88%</b>

EARLY YEARS FOUNDATION STAGE (EYFS) – GOOD LEVEL OF DEVELOPMENT (GLD)
<b>73%</b>

The school culture is strongly supported by our Christian values which encourage children to be respectful of all people.

The school improvement priorities for 2021 are:

- ✓ Improving reasoning and problem solving skills in Maths across school to ensure greater depth access,
- ✓ Ensuring there is a robust and tenacious early help system in place,
- ✓ Develop subject leader articulation and confidence through a clear fact finding, action planning and monitoring model,
- ✓ Ensure pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development.

There is an agreement that achievement of the targets is a shared responsibility and is featured in Performance Management for all staff.

Staff are committed to providing students with a broad curriculum and practical learning experience incorporating:

1. A strong emphasis on English and Maths which strengthens acquisition of skills across the curriculum
2. Thinking and questioning skills embedded from Foundation through to Year 6
3. A nourishing and nurturing school experience which dedicates time to strengthening both the physical and mental health of our children
4. A wide range of small group extension and intervention programmes
5. Numerous opportunities for student leadership and pupil voice
6. A range of interventions that ensure student wellbeing, health and safety

Recommendations from the previous inspection were:

- "the development of the whole-school approach to reading continues to be a high priority across the school with an emphasis on further developing staff's skills as teachers and champions of reading so that pupils deepen their love, experience and skills as readers"

- “they continue to develop and embed the wide ranging and interesting knowledge and skills-based curriculum beyond English, mathematics, religious education and science, so that pupils are even better prepared for their next steps as learners and as thoughtful, considerate and informed citizens”

### Changes since the previous inspection

Since the previous inspection, there have been the following changes to the school:

- A new Ofsted framework
- A new Chair of Governors (previously Vice Chair)
- A new Head Teacher (previously Head of School)
- A new Assistant Head responsible for Curriculum and SIAMS
- The number of pupils has increased from 180 to 205 since 2018/2019
- COVID-19 remains a contributing factor to the experiences for all, including national lockdowns, isolation periods, remote/online learning and disruption to normal health and safety practices

## Quality of education

### Steps taken to improve

- The whole school curriculum has been re-written
- The EYFS framework and curriculum is being reviewed in line with new Government guidance
- Development of subject leader articulation and subject knowledge
- Accurate assessment of learning and gap analysis across the school
- Development of dialogue between school and parents about target setting and progress
- Regular target setting and progress reporting from teachers
- Long term and medium term planning is in place to offer a sequence of lessons which work towards a desired outcome
- School and Trust wide moderation
- Plans of actions in place from all subject leaders to ensure robust monitoring
- Performance management based on school development is in place for all
- Interventions are targeted and tracked for impact
- Directed Trust support for the curriculum leaders
- Work initiated across Trust schools to further develop subject leader skills

### Curriculum Intent

Our aim is to provide our children with an inspiring and engaging curriculum which ensures that tomorrow’s generation are able to succeed in an ever changing new world.

At Oxenhope C of E Primary, our curriculum is designed to offer children the opportunities to question the world around them, gifting them the time to wonder, to reflect and to grow.

The progression our curriculum offers means that children build upon previous learning and are allowed time to explore whole topics and themes in order for them to lead the way in their own learning. Our curriculum is built on a firm pedagogy of linked learning, giving children solid pathways in which to join up their thinking and

therefore, learning.

We focus on the whole child building a curriculum which promotes both academic knowledge and real life skills. We ensure that we support all learning styles and open the door to future careers to children of all abilities. We pride ourselves on finding every child's individual strengths.

We strongly believe that the community is a vital teaching tool to equip children with empathy and tolerance. We open children's eyes to the world around them, building on their experiences and helping them find a place in society where they can contribute and add positive value to both their own community and the wider world. Teaching children the importance of standing up and making a difference, we instil empowerment ensuring children's voices are heard.

We passionately believe that children need a solid foundation of social skills if they are to succeed in the future. Therefore, we offer a curriculum which teaches resilience, coping strategies, conflict resolution, taking responsibility, being reflective, understanding choices, compromising, seeing things from other people's perspective and being emotionally aware. These are key features which are interwoven throughout our curriculum, embedding fundamental life skills which are the bedrock of a successful individual.

Children leave Oxenhope being proud of their primary journey. They have a sense of a tight knit community and have the confidence, knowledge and skills to flourish, make connections, build relationships and excel at being life-long learners.

#### **Curriculum flexibility**

Our curriculum follows the outline provided in the National Curriculum, covering all subjects including Religious Education and Personal Social and Health Education (PSHE).

The curriculum at Oxenhope C of E Primary School is tailored according to the potential, progress and ability of each learner and the community it serves. The flexible nature of the curriculum means that staff can respond to learners' needs throughout the year.

The school aims to meet the needs of all pupils; to be flexible and responsive; to provide breadth and depth and secure the best possible outcomes for all. The dynamic nature and flexibility of the curriculum mean that staff can respond to individual circumstances and pupils' needs throughout the academic year. There is also a very high level of mobility within each academic year. The school's curriculum is adjusted to match the needs of pupils who are new to school.

The school's 'Inclusion Team' leads and monitors additional interventions. Small group intervention groups focus on pupils with specific learning difficulties, visual impairment, speech and language needs and emotional needs. Those children who excel and need extra challenge are also catered for through quality first teaching and separate differentiation. Pupils in all years who need additional emotional support have timetabled sessions in 'The Nest' to improve their ability to manage their behaviour and emotions and to thrive in social situations. Pupils who access the Nest for a substantial amount of time follow an adapted curriculum which is detailed on their Individual Education Plan (also known as pupil passports). They are taught by nurture specialists and receive intensive behavioural support from BESD specialists.

Classroom topics are related to real life examples and reflect the children's background and heritage as well as widening their view of the world. The connection between interrelated subjects is effectively established. Multiple resources and references are brought into teaching so that skill development always remains a priority and children can see where crossover occurs.

Along with the prescribed subjects from the National Curriculum, following a flexible curriculum means that our school can investigate topics that may not be present in the National Curriculum but are very much required to develop the cultural capital of the child. We engage in stand-alone learning covering such topics as diversity, anti-bullying, online safety, conservation and road safety.

The curriculum is regularly revised to take into account current and future socio-economic needs.

As part of our rich PSHE curriculum we teach children about sex and relationships.

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, giving them an understanding of their development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture regarding healthy relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school is committed to ensuring that all pupils, regardless of background, faith or culture, have opportunities to develop holistically, with an understanding of themselves and their place in the world; whilst being empowered to succeed in the future. The school is also committed to respect, tolerance and cooperation with the wider community, seeking the contribution of all stakeholders in its work.

Our policy is built on dialogue and discussion with staff, parents and governors. Parents have the right to withdraw their children from the non-statutory/non-science components of SRE.

Where appropriate, the Head Teacher will seek to liaise with parents to fully understand any concerns or objection to the content of the SRE curriculum.

The Curriculum Team monitors and evaluates the curriculum throughout the year, making any necessary changes.

We also take advantage of 'last minute' opportunities to enrich the children's school experiences such as booking visitors if we feel it will deepen the children's enjoyment of school and their cultural capital.

### **Curriculum narrowing**

Our curriculum is developed to be broad and balanced to ensure that children are exposed to a wide variety of learning. We have developed an ethos which supports children to understand the subjects in equal weighting but to understand that the essential skills taught in English and Maths can be transferred across other curriculum subjects.

Teachers (monitored by subject leaders) are responsible for allocating time to subjects across the year through the timetable. Planning meetings through staff meetings allow teachers to moderate coverage alongside their colleagues to make sure that all skills and knowledge are covered. We allocate the most curriculum time to English, reading (including phonics) and Maths as we feel that these subjects are essential for children to be able to access the full curriculum. However, within these subjects, teaching links are made to other curriculum subjects. Teachers may decide to teach a subject for a full day once per half term rather than weekly. This is so the children can really feel immersed in the learning as some projects can take longer i.e. the making stage of DT. Once again, subject leaders will monitor coverage for each subject and cross check that all the skills and knowledge is being taught.

Within year 6 and the last term in year 5, we prepare the children for national testing by introducing them to questions and examples from past exams. We feel that this it is right to expose the children

to this as it stops them from being confused on the day. These types of revision lessons are used in conjunction with the rest of the curriculum and don't take the place of other subjects.

### **Cultural capital**

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients an Oxenhope child will draw upon to be successful in society, their career and the world of work.

At Oxenhope C of E Primary School, children benefit from a flexible curriculum that builds on what they understand and know already. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.

Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences. These include trips to the local park, shops and visits to places of worship, museums, sports and residential venues to name a few.

We recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

We develop the children's cultural capital through 6 main areas of development:

1. Personal Development
  - Personal Finance Education;
  - Employability skills
  - Citizenship, Personal, Social and Health Education provision;
  - The school's wider pastoral framework;
  - Growth mind set and metacognition - Resilience development strategies;
  - Transition support;
  - Work to develop confidence e.g. public speaking and interview skills;
  - Activities focused on building self-esteem;
  - Mental Health & well-being provision.
2. Social Development, including political and current affairs awareness
  - Citizenship, Personal, Social and Health Education provision;
  - Charitable works;
  - Pupil Voice – School Council, Eco Warriors, Safety Squad and Head Boy and Girl;
  - Nurture Group Access;
  - Being involved with Mental Health Champions
  - Using SCARF Education
3. Physical Development
  - Healthy Eating policies and catering provision;
  - Anti-bullying and safeguarding policies and strategies;
  - The extra-curricular programme related to sports and well-being;
  - The celebration of sporting achievement including personal fitness and competitive sport;
  - Cycling proficiency training and Cycling to School Safely protocol;
  - Activities available for unstructured time, including lunch and break times;
  - Activity-based residential;
  - The curricular programme related to food preparation and nutrition;
  - Advice & Guidance to parents on all aspects of pupil lifestyle;
  - The promotion of walking or cycling to school.
4. Spiritual Development

- The Religious Education Curriculum;
  - Our collective acts of worship and reflection;
  - Support for the expression of individual faiths;
  - Inter-faith and faith-specific activities and speakers;
  - Visits to religious buildings and centres;
  - School-linking activities – locally, nationally and internationally;
  - The Assembly programme of values.
5. Moral Development
- The Religious Education and Curriculum
  - The behaviour and restorative framework underpinning the school's Behaviour Management policies;
  - Contributions to local and national charitable projects.
  - A curriculum linked to developing a love of the community
6. Cultural Development
- Citizenship Education;
  - Access to the Arts;
  - Access to the languages and cultures of other countries through the curriculum and trips and visits;
  - Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice

### **Implementation**

Our Curriculum is implemented with our Curriculum Intent at the heart of all we do.

Curriculum long term and medium term plans are produced for each year group ensuring clarity of coverage with a strong emphasis on progression of knowledge and skills. Carefully selected enrichment opportunities are key to providing all pupils rich experiences to enhance their learning. Developing an understanding of the fundamental British values infiltrates aspects of the curriculum and collective worship themes.

We deliver a coherently planned curriculum with a progressive development and understanding of key knowledge, skills and concepts, which will be re-visited regularly.

Some of our content is subject specific whilst other content is combined in a cross-curricular approach enabling us to put knowledge into context.

The use of Knowledge Organisers provides transparency within the curriculum - an overview of pre-teachable content and also a means of tracking knowledge, skills and understanding of concepts which are regularly re-visited in the form of a variety of retrieval exercises. This regular revisiting enables knowledge to be committed to long-term memory.

Subject Leaders track subject content to ensure topic content is not repeated, the progression of key knowledge and skills is still maintained and also that content is differentiated for different age groups when necessary.

Each subject area has its own 'How we teach' document which outlines each subject's discrete implementation plan.

Each half term is driven by a question which is designed to inspire children and help them engage with the subjects e.g. 'How did the Anglo- Saxons change and shape our country?'. Within subjects there will be other questions posed as learning markers for the children and these are then used as an assessment tracker to show progression in learning. This also offers a context to children for their learning.

**Developing understanding, not memorising disconnected facts**



At Oxenhope, we are passionate about engaging the children's learning, allowing them to be invested in and inspired by the topics and subjects they learn. Teachers and subject leaders invest time in tackling misconceptions, developing investigative lessons and using talk, debate and drama within lessons to allow the children a context to the knowledge.

At Oxenhope we plan many lessons with groups in mind as our children articulate that they learn best when in groups. This ensures that children have opportunities to share ideas and interact with others in order to reach a common goal. Teachers plan using many different methods including using real examples from children's life and experiences to develop a meaningful curriculum and experience. There many children from our rural community enjoy the outdoors and practical activities. Therefore, it is very important to us that we facilitate these experiences and weave them into our curriculum. Lessons allow children to practice and use knowledge learnt in lessons and allows both children and staff the chance to see and pick up on mistakes and misconceptions. When pupils successfully complete a year group objective or statement, we do not simply move them on to next year's statements, but use different contexts to move new learning into more depth.

Ways of contextualising used in our school:

- How the learning objective can relate to pupils' own experiences in and out of school to 'bring the curriculum to life'
- Contemporary events/news
- What is the point of doing this?
- What did we do last lesson...how does this relate to other learning we have done?
- Do you remember when you were \_\_ years old and you...?
- Pretend/imaginary situations/characters with scenarios/challenges/problems can make tasks more meaningful
- Real life situations which would call for the use of the knowledge/skills/developing of understanding intrinsic to the learning objective (use of an artefact/video clip)
- Do you remember when Amy did/said this...?
- Who has ever...?
- Where in life do we need to...?
- Using growth mindset ideals to develop the self-motivated learner
- Using several different contexts to drive home concepts and allow children to practice knowledge use
- Specific anchorage of ideas in planning

#### **Use of assessment**

Over the course of their time at Oxenhope, children will take part in different assessments. Pupils take part in 3 main assessment points across the year. The information gathered from these are used to inform teacher's planning and help to develop interventions which will help pupils to develop their understanding. Within these assessment points the statutory assessments take place.

These are: the end of key stage SATS (Year 2 & 6), phonics assessment (Year 1 & Year 2 retakes), reception baseline assessment and the Year 4 multiplication check.

Years 1,3,4,5 all take part in NFER assessments(non-statutory) at these points, Year 2 and 6 undertake mock SATS assessments during the earlier assessment points before taking part in the statutory tests in May.

These assessments, along with teacher assessments, help to inform the progress statement each pupil is given.

Throughout a child's time at Oxenhope, teachers are continually monitoring children's progress. This is done through observations, marking and feedback and discussions.

All of this information goes towards building a clear picture of progress.

Teachers use assessment as a teaching tool throughout lessons. They use assessment for learning (AFL) to allow them to ensure that all children make progress in the lesson. This also allows for quick misconception addressing.

Assessing the children using different methods helps guide the teacher to produce next steps for learning. Gap analysis is used from tests, quality feedback is used in lessons and observations help support the teacher in building a bespoke learning experience for the children.

We also have pupil progress meetings where teachers discuss and present their class and the progress they are making with SLT. Target setting occurs early in the school year, then staff meet in January, April and at the end of the year to see if the targets have been met.

### Impact

To enable us to demonstrate what the children have learned and what they have remembered, we ensure we plan impact tasks on a half termly basis.

In English, this is in the form of a 'Cold and Hot Writes'. This is a piece of writing which demonstrates the retention of key learning through a task designed to enable the children to use their knowledge and skills. We complete 2 or 3 every half term – cold writes are at the start and hot writes are at the end.

Within our topic work, we also plan impact tasks and activities. Again, these are to show us what the children have learned and what they remember - both in knowledge and skills. These tasks are designed to give the children opportunities to demonstrate their learning in a variety of ways e.g. posters, letters, an artist study, an assembly, a drama event etc. We have been using knowledge organisers, detailing the key knowledge, vocabulary and skills for each topic. We want to enable the children to find strategies and learn useful tips to enable them to retain information and to enable them to overcome difficulties. Alongside this, we have a half termly pre and post learning task. These are designed to see what the children know and can remember. They run in conjunction with the topics each half term and are spaced out, to ensure the quiz actually shows retention of learning. Some tasks will check on the current learning and others may well check on the previous terms learning.

The impact of the school's curriculum can also be seen in the books they produce and the outcomes for all groups of pupils within the school. Everything we do is with the child at mind, and strong relationships are built between pupils and staff which create an atmosphere for learning which is conducive to success.

For individual tracking of groups of children such as SEND children and of Pupil Premium we create pupil passports which track impact of interventions and small steps.

### Data

The collection of data is used as a planning tool. Teachers use gap analysis to address misconceptions and address gaps in knowledge. We are clear however that this is not the sole way to analyse children's progress and we believe that the collection of data and testing has to be meaningful and useful to the teaching process.

We collect test data in maths, reading, GPS and phonics. This allows us to make judgements about acquisition of key skills which will enable children to access the rest of curriculum. We do not test children in the Early Years.

In order to track value added the school has started to use Fischer Family Trust. This allows us to clearly show an accountability to the journey across school for the children and allows teachers to ensure they are adding value to that child's learning experience. We gather data in each year group to help track the learning journey of the children.

We appreciate the workload of teachers in reporting data, allowing for test time, marking and analysing and therefore we have dedicated time for staff to complete these tasks during directed time.

Having regular pupil progress presentations gives staff the opportunity to tell Senior Leaders about the value they are adding and the plans they are putting in place for future progress. These presentations also allow Leaders to know what it is like for all pupils to be a pupil at Oxenhope C of E Primary School.

Although we have had no national data since 2019 we as a school have been collecting our own teacher assessments to ensure that we continue on an upwards trajectory.

### Self-judgement

Good

### Key priorities from the Ofsted Handbook

Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.

Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

### Behaviour and attitudes

**Previous judgement:**

Good

### Steps taken to improve

During the last Ofsted the behaviour at Oxenhope C of E was described as exceptional. Therefore, we have worked hard to keep this standard going through:

- Establishing a meaningful behaviour strategy which has come from pupil voice
- Developed roles in school which model good behaviour – head boys and girls, school council, safety squad and eco warriors
- Starting to develop peer to peer conflict resolution through 'Peace Pals'
- Training dinner supervisors in behaviour management strategies

- Having equipment on the playground during lunch-time to engage children
- Behaviour management features in all performance management
- Effective early help strategies in place for support with children with high SEMH needs
- Clear routines and expectations echoed by all staff
- An ethos that behaviour management is everyone's responsibility
- A good nurture provision accessible for all children
- A rich and engaging PSHE curriculum which encourages talk
- A clear mental health support strategy in place
- Clear and robust links to moral choices through Christian Values
- A strong network of outside professionals in place to support the school
- Good working relationships with social care
- Excellent family engagement and partnerships

### **Environment**

We create a classroom that is organised and that is characterised by mutual respect and we promote an ethos where one of the most important things teachers can do to promote learning is to create classroom environments where students feel safe. We put great importance on to creating a classroom where children feel safe asking questions and contributing to discussions.

Our teachers set up classrooms that feel safe and well-organised. Some of the strategies they use are; ensuring the classroom is clean and well organised, making sure all the resources the children need are accessible, making sure supervision is easy throughout the day, organisation of the physical space to give the children quiet spaces and spaces where interaction, investigation and discussion can take place and giving children a chance for their voice to be heard, using strategies such as feelings walls and tell me boxes.

We have increasing numbers of children in school now who are struggling with adverse childhood experiences such as domestic violence, abuse, loss and being in care. Our numbers of children in the child protection system have increased. These rising numbers have a direct impact on the temperament and culture of our classes. Teachers are therefore designing their classrooms around the needs of their current cohort. For example, children who suffer from stress and anxiety will not learn well in a classroom which is over stimulating and cluttered and therefore more neutral tones will be used. We use calming music and brain gym techniques to ground children and help them to feel calm. For some children, calm boxes are introduced which give them strategies and equipment which help them focus.

We have spent time looking into the communication friendly classroom and our teachers have pulled on the main principles of this work – creating a, calming, safe space where independent learning and talk can flourish – and developed these ideas in their own classroom. Some teachers have interest and curiosity tables set up for children to access wonder, to ponder, to question or create.

Being emotionally tuned into our pupils is a skill our teachers are adept at. They are aware of the different nuances the children bring every day and can adapt and change according to this ebb and flow. Oxenhope teachers know their children inside and out and they are not afraid to ask the children what they need to succeed. Teachers look closely at the way lessons are structured to best meet the needs of the children that day things such as:

- Are teachers moving from one lesson to another too quickly? Too slowly?
- Are the children disengaged from one particular topic?

- Do the children like to work by themselves or are they more comfortable breaking down into teams?

This thoughtful process does not stop at the classroom door and we are starting to work on our shared spaces to make sure that these too offer a safe and calming space to be.

### **Expectations**

Behaviour in and around the school is based on a set of clear, positive school rules with plenty of praise and recognition for good behaviour. Each classroom displays a behaviour 'Traffic Light' Chart (KS2) and 'The Rainbow' system (KS1/R) which is a visual aid used to reinforce good behaviour. This was invented by the children for the children and we spent time in consultation with all year groups about this.

Certificates are awarded to the children for both being a good citizen, having a high level of presentation from their starting points and for demonstration of the school rules. Certificates are handed out in our 'Celebration' key stage collective worships every Friday. In addition to this, all classes have 'Pasta Jars' where they can work as a class to gain a reward.

We also use house points where children are working as part of a house team.

Children need regular reminders of behaviour and learning expectations and staff model these at all times as we expect the highest standards from our children. We have a step by step warning process in place to support children in changing their behaviour. Again this was designed by the children.

The children are sent to the head teacher or SLT member if there are any serious breaches of school rules, such as, discriminatory incidents, violence, abusive behaviour etc. These incidents will be recorded and parents are informed.

Staff will call parents if there is reason to do so and this will be recorded. A meeting with the parent and staff member may follow.

Children are encouraged to share any concerns that they may have with their class teacher who will try to sort out any problems. Any major concerns will be referred to the Head teacher.

PSHE is used each week to address pastoral/behavioural problems, issues arising and to teach the children about their responsibilities toward each other.

When supporting children with particular needs the school works hard in partnerships with outside agencies to develop strategies to support children and their families. WE may develop different rules or targets for children and these are reviewed alongside the child's general provision for learning.

We do use fixed-term exclusions in extreme circumstances. This time used to review current provision and allow the school time to make any changes needed for the child to succeed upon their return to school. Children are reintegrated carefully and in partnership with parents. Where needed, the child will access nurture provision. Any exclusion will always be a last resort and in partnership with the Bradford exclusion team and the trust.

As a school we work under the ethos that all behaviour is communication and we work hard to ensure that all children's needs are met.

### **Attendance and punctuality**

Attendance and punctuality remains on average in line with National however COVID-19 has played a part in the slight drop recently.

The school has an attendance lead who monitors attendance daily and works in partnership with the Inclusion Team and senior leaders. The attendance lead also attends Trust worksteams. The Head Teacher reports attendance to the Governors each meeting and this is challenged when necessary. The school uses attendance as a safeguarding spotlight and has robust procedures in place for Children Missing in Education situations.

Punctuality is good. The SLT are responsible for monitoring late children and there is a member of SLT, the Pastoral Team and the Office Team on the playground each morning to talk to parents of late children if needed.

The school offers incentives to encourage attendance including a non-uniform day for the 'winners' of the attendance trophies in each key stage. However, we are keen that children attend school because they are excited about their learning and not just because they will win a prize, therefore we have designed an engaging curriculum with this in mind.

The families whose children are persistent absentees are contacted by the SLT and invited to an early help meeting. In this meeting, help mechanisms are put in place and targets for attendance set and reviewed.

Term time holidays remain impactful on attendance at Oxenhope. We do fine families in accordance with the Bradford Council fining process. SLT also speak to families and discuss the circumstances around the holiday is being taken. For some children term-time holidays are authorised due to extenuated circumstances and we work with families and outside professionals regarding this.

### **Behaviour and attendance policies**

Our behaviour and attendance policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

Our policies consider the latest legislation and are monitored by the Governors, the Trust and bought in safeguarding auditing companies.

Our policies detail the role of teachers, other staff, parents and children and the steps and stages the school goes through. Our behaviour policy includes disciplinary measures, promotes good behaviour and deters bad behaviour, especially peer to peer abuse. It is publicised to everyone involved in the school.

The aims of our policies are to:

- raise pupil's self-esteem.
- promote/develop a sense of self-discipline and an acceptance of responsibility for their own actions, ensure regular attendance.
- develop an awareness of and adherence to appropriate behaviour.
- encourage pupils to value the school environment and its routines.
- ensure that pupils are confident of their right to be treated fairly.
- empower staff to determine and request appropriate behaviour from everyone.
- acknowledge that the maintaining of good behaviour within the school is a shared responsibility. ensure that positive behaviour is always recognised.
- work within a positive, proactive, reflective approach to behaviour management.
- ensure the policy is fully understood and is consistently implemented throughout the school.

- ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- ensure the rights and responsibilities of all members of the school community.
- achieve a peaceful and positive solution to any behavioural problems that may arise

The policy will be reviewed annually during the autumn term by the Pastoral Manager, Head teacher and the Governing Body.

### Pupil and teachers' relationships

We consider pupil to teacher, teacher to pupil and pupil to pupil relationships to be good in our school with all parties reflecting a positive and respectful attitude towards each other.

Where problems occur, we have policies and procedures in place to safeguard children and adults effectively and this is monitored annually by an independent Safeguarding auditor. SLT are dedicated to ensuring peer to peer abuse is dealt with quickly and addressing the needs of all.

We foster an environment where discrimination of any kind is not tolerated and children are encouraged to make a change through the school's 'Oxenhope: making a change together' agenda. This agenda promotes respect, pride and tolerance where we celebrate differences and speak out against injustice. This is taught through PSHE and through discrete weeks of work in the school year.

SLT are clear that they know each child's name and family situation. This allows us to serve our community on a close and personal level where each child and family matters. Knowing families is the cornerstone of the Oxenhope family ethos.

We encourage our teachers to develop relationships with pupils through:

- Teaching with passion and enthusiasm
- Having a positive attitude
- Remembering that every child matters and should be celebrated
- Making learning fun and having a sense of humour in lessons
- Using children's interests as a springboard
- Showing a professional interest in the children and families lives outside of school
- Going the extra mile
- Providing structure
- Treating children with respect

We appreciate that we are in a very fortunate position in supporting children in their lives. We never take for granted that we may be the only safe adults the children build a relationship with. We appreciate that we are lucky to be a trusted adult in that child's life and we use this gift to ensure the children receive the best we can provide.

### Self-judgement

Outstanding

### Key priorities

Pupils **continue to** behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated

Relationships among pupils and staff **continue to** reflect a positive and respectful culture; pupils are safe and they feel safe. Monitor the impact of the Oxenhope: making a change together agenda.

**Further develop** pupils consistently having highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.

## Personal development

<b>Previous judgement:</b>	Good
<b>Steps taken to improve</b>	
<p>Personal development is both a subject and a school ethos. We want to reach child to leave the school feeling confident, unique and proud.</p> <p>Our aim is to teach children how to navigate through life safely, happily and healthily. Children are growing up in a world that is constantly changing and it is the duty of all the staff at school in partnership with the parents teach the children transferable life skills. We teach children about the world around them, relationships, emotions, reproduction and health, as well as transferable skills to help with life. We consistently promote the British values and our school/Christian values.</p> <p>We have improved personal development through:</p> <ul style="list-style-type: none"> <li>• Investing in a pastoral team to support SEMH needs</li> <li>• Engaging in a counselling service which offers free parent workshops</li> <li>• Community involvement action plan – making the school a hub of the community</li> <li>• Developing a rich extra-curricular offer</li> <li>• Introducing a baby and toddler group to reach families who may feel isolated in our rural community and support parents from the start</li> <li>• Creating an enterprise week for year 6 pupils</li> <li>• Preparing a transition programme which puts children’s SEMH at its heart</li> <li>• Training mental health first aiders across school</li> <li>• Developing a robust safeguarding curriculum</li> <li>• Engaging with the Life Caravan service and CORAM education</li> <li>• Engaging with the emergency services and early help professionals</li> <li>• Introduction of growth mind-set initiative</li> <li>• Reviewing of our equality and inclusion policies</li> <li>• Appointing an Equality and Inclusion leader as part of the pastoral team</li> <li>• Developing knowledge of aspiration and goals with the children – using past pupils as role-models</li> <li>• Having a contextualised curriculum which explicitly outline why we are learning the skill we are learning</li> <li>• Reviewing our PSHE curriculum often and with the children.</li> <li>• Ensuring quality first teaching is the first early help safety net in school</li> </ul>	
<b>Developing pupils as good citizens</b>	
<p>We feel that to be good citizens our children need to have positive role models, to understand that they need to feel happy and safe, to have a voice and to see that they can make a difference.</p>	



We have a curriculum which puts the community at its heart and we offer different ways for the children to understand what being a good citizen is but also instils in them the want to help and support the community:

- We have thought provoking oracy lessons which focuses on Picture News and allow children the chance to debate things that are happening around the world
- Our collective worships have a Christian and moral link. They ask probing big questions such as what would happen if there were no rules or laws at home, in school, in traffic or against stealing, attacking, etc.
- We involve the children in the reviewing of the behaviour policy and in making classroom rules, discussing why rules are important and defining the consequences if they are broken
- We link where we can to the British Values – Picture News always has a link to British Values and explanatory poster.
- We introduce the children into different generations of the community and express the value each member adds to the society.
- The curriculum offers a theme around the different community aspects in the first half term and then throughout the years each class focuses on another area of the community
- Whenever the opportunity arises, teacher take the lead on improving the local area or combatting a problem. For example, creating buddy benches in the village, making drive slowly signs, and litter picking
- We have a yearly chosen local charity and we work towards fundraising and visiting them where possible – Manorlands Hospice, Haworth Foodbank and the Youth Group
- Where we can we promote the work of local charity workers and ask them into school to share what they do
- We have regular lessons and interactions from our PCSO other emergency services
- Chosen year groups have discrete lessons on money management
- We enjoy a in depth PSHE curriculum
- We reward good citizenship through our ‘Citizen of the Week’ award
- Through our curriculum we work toward our core citizenship drivers
  - develop knowledge and understanding of the world and England’s place in it
  - understand different beliefs and cultures
  - make informed choices and decisions
  - evaluate environmental, scientific and technological issues
  - develop informed, ethical views of complex issues

#### **Breadth of the curriculum**

We aim to provide a curriculum which widens the children’s knowledge and skills and taps into their interests and talents.

We do this through:

- Teaching oracy skills, captivating children’s interest, stimulating children’s thinking and encouraging them to engage with others through spoken language, leading to deeper understanding.
- Providing the children with a systematic and explicit approach to learning vocabulary that is oral-based, providing them with opportunities for deliberate practise through language-rich experiences whilst learning tier 2 academic vocabulary.
- Placing a high emphasis on learning vocabulary across the subject areas and weaving in opportunities for application.
- Using ‘Talk for Writing’. This includes creating story maps, oral rehearsal of texts, drama, language games, sentence construction and grammar activities. Pupils also have the

opportunity to attend after school clubs which have an emphasis on language in a range of contexts, including art, music and sports.

- Ensuring there are life skills taught in each area of the curriculum with an emphasis on skills generally
- Having a strong SMSC flow through the curriculum
- Having a nurture team who focus on social and memorial work
- Using P4C

### **Promoting equality**

We work hard to promote diversity and equality in school. We have a leader in school whose responsibility is to promote inclusion for all. She works alongside the Head to monitor the curriculum and look for opportunities to endorse cultural difference and fairness.

We work as part of the Trust's inclusion team developing Trust wide ethos, intent and plans of action.

One of our main events in the year is Diversity week where each year group spend time looking at an aspect of diversity in depth. This involves challenging stereotypes and gaining knowledge.

We work on five main drivers:

- Challenging negative attitudes amongst students.
- Avoiding stereotypes in curricular resources and examples.
- Setting clear rules regarding how people treat each other.
- Treating all students and staff equally and fairly.
- Allowing children to question and debate.

And we also promote the Trust's 'I CARE' initiative.

We have scrutinised our curriculum for opportunities to demonstrate diversity and equality and have audited resources to ensure that all of society is represented. We want children to be immersed in their own culture and heritage and those of others.

We are working alongside the Trust to further develop our recruitment processes to help us broaden our demographic of staff in school.

### **Pupils' future**

At Oxenhope we believe that there is a fine balance in letting children live in the now and preparing them for the future. Parents at Oxenhope have articulated that 'they don't want their children growing up too quickly' but they recognise the need to open the children's eyes to the world they will grow into.

As a school we promote future careers through our curriculum, providing open ended skill development which would be needed in whole range of careers such as good communication and listening skills, planning and preparation and cultural knowledge. We offer a PSHE curriculum which focuses on broadening horizons and raising aspirations in our children allowing them to have the confidence to set themselves realistic life goals. We try to help children see a clear link and purpose between their learning experiences and their future and reinforce the need for good English and Maths skills later in life.

Our ethos is that we like to open doors to the children and allow them to investigate the enormous possibilities open to them. Through our work on aspirations we challenge stereotypes in the world of work and link learning to the real world. In doing so we increase motivation to work hard, bringing more relevance to their learning. We provide local role models such as ex-pupils, community members and successful people in the public eye who have come from the locality. We have a careers day in KS 2 where we invite visitors to come and talk about their jobs and what they have had to do to get to where they have. We like to talk to the children about the different paths to a career such as university, apprenticeships, starting their own company or volunteering.

### **Keeping healthy**

- We use a coordinated approach to develop, implement and evaluate healthy eating and physical activity and mental health policies and practices. Working alongside the PE lead and the Pastoral team we can maximise the opportunities we offer the children.
- We are starting to further develop our school environment to support healthy eating and physical activity. From the playground to the classroom, the entire school environment should encourage healthy choices.
- We provide a quality school meal program and ensure children have only appealing, healthy food and beverage choices offered. We work hard with parents to promote healthy lunchboxes and snacks. After-school activities all mimic our nutritional guidelines and offer balanced, healthy options.
- We are reviewing our implementation of a comprehensive physical education program with quality physical education as the cornerstone. Children should participate in at least 120 minutes of physical activity every week. Physical education classes, playtimes and the encouragement of walking and bicycling to school are all be a part of this.
- We use our school nature area as another space to promote physical and mental health and each class access at least an hour in this space a week.
- We implement health education that provides children the knowledge, attitudes, skills and experiences needed for healthy eating, physical activity and good mental health. Arming children with the knowledge they need in school, prepares them to be healthy adults in the future.
- We provide children and families with health, mental health and social services to address healthy eating, physical activity and mental health support. Resources are being readily available at schools regarding the treatment of health conditions related to diet, physical activity, mental health and weight status.
- We partner with the community in the development and implementation of healthy eating and physical activity such as engaging with the local cricket team and Keighley Cougars. Partnerships promote consistent messaging about healthy behaviours and available resources; they also motivate students to live healthy lives.
- We offer school staff well-being support that includes healthy lifestyle promotion for all school staff members. This includes:
  - Well-being meetings
  - Occupational health drop-ins
  - Fitness classes
  - Flu jabs
- We employ qualified persons and provide professional development opportunities for school staff members and out-of-school-time programs. Offering regular professional development opportunities for staff helps them improve current skills and acquire new ones.
- We offer a rich and varied extra-curricular timetable

#### **Online and offline risks**

The internet is essential in 21st century life for education, business and social interaction. As children move up through the school their access to various types of technology increases and it stands to reason that their exploration and curiosity increases too. The positives of the digital world overwhelmingly outweigh the negatives but children, schools and parents all need to be aware of various online risks.

We work with the children through our computing and PSHE curriculum to help them understand strategies to help keep them safe.

We send home information weekly for parents to help them make informed decisions. We also offer parent workshops facilitated by our computing team and where possible our PSCO to help them gain knowledge of the risks and preventions they can put in place.

We also run online safety CDP for staff.

We have established online safety policy and procedures in place and the staff and children can articulate these appropriately.

We follow the SMART Rules:

- Safe - Staying safe involves being careful and not giving out your name, address, mobile phone no., school name or password to people online.
- Meeting someone you meet in cyberspace can be dangerous. Only do so with your parents'/carers' permission and then when they are present.
- Accepting e-mails or opening files from people you don't really know or trust can get you into trouble - they may contain viruses or nasty messages.
- Reliable - someone online may be lying and not be who they say they are. If you feel uncomfortable when chatting or messaging end the conversation.
- Tell your parent or carer if someone or something makes you feel uncomfortable or worried.

### **Life in modern Britain**

We prepare children for life in modern Britain by upholding and teaching pupils about 'British Values', which are defined by the government as:

- democracy.
- rule of law.
- individual liberty.
- mutual respect.
- tolerance of those of different faiths and beliefs.

Our curriculum is designed to ensure that our children have the opportunity to learn and reflect on the values that underpin our lives. There are many cross curricular opportunities embedded which support the development of an understanding and appreciation of British Values.

These values are specifically explored in our SMSC curriculum.

Through promoting British values, we expect our children to become responsible citizens for the future who show mutual respect and tolerance of others, value their own liberty and understand the rules of law and democracy.

Their experiences support and promote British Values an all aspects of school life. Below shows just some of the ways we prepare the children:

- Democracy is embedded by pupils understanding that our governors are mainly elected and by children being involved in a number of decision making processes such as electing school council members for their class.
- The Rule of Law is evident in the school's hierarchical structure and the high standards of behaviour expected and maintained in school. In addition, the school adheres strictly to national laws relating to attendance, national assessments, healthy food etc.
- Individual Liberties are evident throughout the curriculum and through our promotion of children's rights.
- Mutual Respect and Tolerance are apparent in school not only on a daily basis but also when they are highlighted as families join us to celebrate the work done by children as part of religious festivals.

### **Spiritual, moral, social and cultural development**

Our school is a Church of England school and works alongside the Trust and the Diocese to create a SIAMs SEF. Within this document is the school's vision, provision and impact statement for Vision and Leadership, Wisdom, Knowledge and Skills, Character Development: Hope, Aspiration and Courageous Advocacy, Community and Living Well Together, The impact of collective worship and The effectiveness of religious education.

We have taken steps to improve through:

- Appointing a SIAMs lead
- Attending SIAMs training and worksteams
- Developing staff's understanding of SMSC in general
- Making explicit links in planning
- Developing a curriculum which incorporates SMSC effectively
- Created a vision
- Policies and practices now reflect the school's Cristian ethos
- The SMSC box on the lesson observation proforma ensures we are constantly thinking about SMSC, even in PE or music lessons, for example.
- The partnerships provided by BDAT and the Diocese ensure that we stay up to date with government changes, developments and educational initiatives. The CPD provided ensures that staff are developed and trained to a high standard. Having the close relationship with other BDAT schools means that there is an accountability and a community where expertise and resources are shared.
- Partnerships with the local churches are strong.
- Regular scrutiny has allowed sharing of good practice, and also highlights where improvements can be made. This process enables good teaching and learning to be refined and the constant evaluation ensures that needs are being met and necessary changes and adaptations can be made.

### **Evaluation of spiritual education**

As a result of leadership training, Christian distinctiveness has become a priority. The children are beginning to associate the Christian values with examples from scripture but also linking them to their own experiences. Children are learning Bible verses, ensuring their grounding in clear theology, and can articulate what our Christian values look like in practice.

Because of regular whole staff CPD, we're all of one accord and unified in our desire to promote spirituality. There is a whole school expectation that the values and vision are to be not just learnt, but lived.

The lunch time and end of day prayers are said in all classrooms, liturgy said before all CWs and interactive reflection areas in classrooms (and outside pre-covid) are all evidence of how spirituality is lived out on a daily basis.

We encourage the children to ask the big questions, even if we don't know the answers. This way, they know that it's ok not to have all the answers and even adults are still learning. They know that they might never have the answers to some questions which creates in them a sense of awe and wonder at the vastness of the universe and their small but significant part in it.

Links and partnerships between our school and the Church of England are strong.

The children are aware of the Anglican calendar and know the order of events, such as Pentecost comes after Easter.

Leaders are more aware of the resources available through the Church of England and Diocese.

Because of the emphasis we place on spiritual development, the children are constantly encouraged to think about their own beliefs. The many inclusive opportunities provided to reflect, be still, worship and pray, gives the children the gift of time to think more deeply and carefully, without compulsion or judgement.

Due to the explicit teaching about the Anglican church and their beliefs, children know the rituals of the Church of England, such as the colours, festivals, Eucharist. etc.

As a result of looking at modern day Christians, children know that Christians aren't just historical figures from the bible.

Because we teach that Christians believe in the trinity, the children at Oxenhope know that Jesus is 1 of 3 parts of God. They know about the Holy Spirit, due to Pentecost and the Liturgy, and the life of Christ. Jesus is not just a baby at Christmas, but someone who had a profound message and lived an incredible life.

As we use the biblical and Anglican terminology, children can articulate what these words mean, such as incarnation, salvation, revelation, Pentecost, Christening, Eucharist etc.

#### **Evaluation of moral education**

To get on the rainbow or gold star, the children have to make positive choices which are then celebrated. This focus on positivity (not always moving children onto clouds / red – focusing on the negative) gives the children an aspirational goal, resulting in better behaviour. In fact, our last OFSTED cited behaviour as being 'exemplary'.

Because of the many opportunities we give them, our children are not afraid to question. For some of the questions, they will learn how to answer them, as we equip them with the tools they need to learn and discover for themselves.

Children are taught the British values so they understand what's right and wrong. They have opportunity to talk these through when faced with scenarios (both global or personal) or questions to discuss. Is it fair or not – why? They know they have rights and responsibilities and are aware that they can make a difference in the world they live in, that their life is impactful and purposeful.

Our children have a strong sense of injustice and what is right or wrong and they want to challenge that.

Because we support a lot of charities and do a lot to help others, the children have developed a sense of responsibility alongside their compassion and selflessness. They have a desire to help others and not just by paying lip service and handing over a pound. It means something to them. The children spot injustices and want to rectify them, often initiating ideas and being proactive in their desire to help.

Our children believe they can make a difference, and so they do.

#### **Evaluation of social education**

Using cross curricular links and a range of learning styles, different learning needs are met and catered for.

Children feel safe to voice their opinions, even if they're unconventional. Because they're given the time to think and articulate, they know themselves better and have a sense of what they believe and why. As a result, they are more self-aware and comfortable with themselves and are more self-confident, meaning they will flourish and thrive wherever they are.

Celebration assemblies have resulted in EVERY child being celebrated, appreciated and valued. They know where their strengths lie and it encourages pride in themselves and a sense of achievement. Because of the high status given to nurture and care, children feel comfortable and safe, knowing that they will be listened to and valued.

Children can help themselves using the 'stuck' reminders, putting the onus on themselves. They're not reliant on other people to get them out of tricky situations but use the strategies in place to develop resilience and perseverance.

Children are used to having debates, listening to other peoples' opinions and voicing their own. This means their listening skills are improving as is their articulation of their beliefs and opinions. They respect opinions that differ from their own. They discuss scenarios which encourage empathy, forgiveness and reconciliation which are then encourage to be lived out.

There is support available for children's (and parent's) mental health and wellbeing, especially through those who received their MHFA training. Leaders and staff feel confident to address any issues that may arise from this point onwards.

Staff feel supported with help readily available, reducing anxiety and increasing confidence.

Staff are given opportunity to raise any issues or worries which will in turn be dealt with, reducing stress and anxiety

### **Evaluation of cultural education**

Due to Oxenhope's bespoke curriculum, children have a better sense of how they belong to a school, local, national and global community.

The Linking project with other primary schools has provided opportunity to broaden experiences when looking at similarities and differences between rural and urban schools.

The in-depth and robust planning tools found in the Leeds and York Diocesan Syllabus, and high-quality teaching, enables the children to be respectful and compassionate in their views of other religions. They can see what the 6 main religions look like in our local community, and in the global community.

Our vision and values are being lived out – for example helping our community and every person being valued by God. The children are demonstrating courage of conviction, love and compassion, service, respect etc.

Children feel safe and welcomed, whoever they are. Children are not considered as different but celebrated as being unique and one of a kind.

We have had children articulate that they feel like a boy (from a girl) and that they like children of the same sex. Children feel comfortable and confident to voice things that might be hard to articulate. They feel safe, valued and accepted to be who they are.

As a result of discrete teaching about tolerance, acceptance and compassion, the children celebrate diversity, showing respect and understanding towards others. They can articulate (in pupil conversations) how to do this in practice and can give examples

During PSHCE, oracy, RE and puberty talks, children feel comfortable, safe and confident to ask questions and voice their opinions. They can cherish themselves and others as unique and wonderfully made, and form healthy relationships where they respect and dignify others.

Self-judgement
Outstanding
Key priorities
The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character
Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development.

### Leadership and management

<b>Previous judgement:</b>	Good
Steps taken to improve	
<p>At Oxenhope or main driver for improvement has been about the building of the community. To do this we have:</p> <ul style="list-style-type: none"> <li>• Invested time in parental engagement and involvement developing a caring culture which takes the time to listen and support.</li> <li>• Empowered teachers and staff to be leaders, to move forward agenda and to have the talent to grow the school from within</li> <li>• Worked with the Trust to develop subject leaders to develop confidence, subject knowledge and instil a developmental process based on challenge.</li> <li>• Strengthened the schools SLT and Leadership team</li> <li>• Scrutinised the use and relevance of data to make sure it is used in a meaningful way</li> <li>• Invested time in reviewing inclusion, strengthening the inclusion and pastoral team and evaluating school early help strategies and pathways</li> <li>• Developed a clear Oxenhope Experience vision, intent and offer which the then a lines all practices and signposts all stakeholders to outcomes.</li> <li>• Reviewed and rebuilt a curriculum which makes it a powerful learning experience for all</li> <li>• Reviewed policy and practices within the school regarding safeguarding and made robust changes and developed a tenacious culture to ensure all measures are in place to keep children safe in education.</li> <li>• Constantly evaluating and growing using reflective and restorative practices</li> <li>• Leading with passion and a moral purpose which is tangible upon walking in the building</li> <li>• Leaders have access to support and guidance through the Trust and Leadership networks and this instils an ethos of life-long learning for all</li> <li>• SLT members are resilience and preserver working at the school for a number of years has allowed them to gain knowledge about the school's society giving them a good foundation on which to build the school which serves that community.</li> <li>• Leaders encourage risk taking and evaluation in lessons allowing teacher and children the chance to try different ways and experiences grows the curriculum. Evaluation is also encouraged and is an essential part of the process</li> </ul>	



### **Leaders' vision for education**

We consider Oxenhope C of E Primary to be a gateway to future success. Our very fibre is dedicated to providing the best experiences for all our children and gifting them the joy of learning and growing. Our dedicated team work together to ensure that children feel valued, are respected and are tolerant.

Our vivid curriculum shines a light onto knowledge and skills and makes learning irresistible.

We want to inspire children to do their very best, to take on challenges, push themselves to the limits and revel in their successes.

The key to this is knowledge of the children in our care. Knowing their strengths and weaknesses, their interests and passions. Our teachers will monopolise on this knowledge to develop an experience where all children can do their best and are champions of their own future.

Our Oxenhope family equips the children with knowledge about the world and all it has to offer. We work together to promote safe practices and develop a rich moral code in all our children.

We instil pride, confidence and resilience through many different opportunities preparing them for the challenges they will face in the future.

Above all our children need to feel nurtured and protected enough to take risks, question, speak up and challenge to make a difference.

### **Professional development opportunities**

We offer many professional development opportunities at Oxenhope C of E Primary. Through effective performance management and appraisal and quality assurance. We work with each staff member to create a bespoke CDP package for their career stage.

Being part of the BDAT trust allows us to give experiences to our staff that they may not have had an opportunity to access such as leading a subject across the trust schools, secondments, or fixed term contracts to run projects.

We run in house training through training days, staff meetings and twilights which focus on Oxenhope specific development and staff attend Trust work streams where they can discuss their subject or area of responsibility with Trust leaders and other colleagues from other schools. We also offer CPD which is outside the Trust and Oxenhope. This helps widen knowledge and understanding and allows staff to 'plug-gaps' in a wider context.

We also put great emphasis on staff wellbeing and mental health. We have started to take action to support workload and stress management by offering counselling sessions and reviewing policies such as marking and feedback. Looking at such aspects should ensure that staff don't burn-out and therefore they are willing to take new and next steps in their careers. We also take part in stress audits to help us evaluate where our staff need support.

We try to instil ambition in our staff engaging with them so that they can become self-perpetuating learners. CPD is then more meaningful for staff and they are more likely to engage in training and drive forward initiative.

### **Completion of pupils' studies**

We offer a curriculum which is fully inclusive and we offer flexibility to ensure that children gain the support they need to succeed and complete their studies.

We work hard to work together with the interest of the child at the centre. We have regular provision meetings and involve parents, other staff members and SLT for all children to ensure the children can access the curriculum. Where extra support is needed, we also work with recommended professionals.

We work with integrity, following procedure and legislation about how to support children and families. We work alongside outside agencies, the Trust, the Governors and Bradford Council to gain advice and ask questions around managed moves and exclusions.

### **Leaders engaging with pupils**

Community is at the heart of our school and we take every opportunity to build connections and links.

Vital to this work is for leaders to be visible around school and available for communication at appropriate times. Leaders in school know every child's name, family, circumstance and spend a great amount of time getting to know the children on a personal level. This is very much part of the Oxenhope Experience for families.

We dedicate time instilling a sense of community with the children and leaders work to ensure that pupil voice is heard. We run three pupil questionnaires throughout the year. This is to gain information about how the children view their school, curriculum and helps us understand how children feel the school can improve.

We also have four main pupil voice groups – school council, eco warriors, worship team, safety squad and head boys and girls. These groups share messages with both their peers and leaders (including governors). We also engage with children through pupil conversations. This gives us an insight on how subjects are perceived and received by children. It also helps us to gain perspective on how effective our curriculum is.

As our curriculum is based on contextualisation leaders often play an important part in the outcome of the learning for example letters being written to the Head Teacher, subject leaders being invited to performances or to view projects. This means that the children understand that the leaders in school are connected to their learning. Leaders deliver celebration assemblies for children and parents allowing the children to understand how proud we are of their achievements.

Leaders also attend PTA events such as discos and fayres ensuring that the children see staff in a more relaxed way.

The Head Teacher has an open door policy. This literally means her office door is open so that children can engage with her if they want to. We also offer 'I need to see Mrs Jones' cards for vulnerable children who feel that they need to let the Head know something urgently. This is usually put in place as a strategy to prevent bullying or to help with friendship issues.

The Governors also like to come and get to know the children attending events where they can, viewing work and videos made by the children at Governor meetings.

### **Leaders engaging with staff**

Our teachers and support staff are our frontline in the classroom and we focus on building a relationship with them. We devote specific time and energy to building those relationships so that they know they can trust, relate, and communicate with leaders.

We have well-being conversations with staff on a regular basis. This was introduced through the National Lockdowns and we have staff articulated that it was effective and therefore we continued with it. These are an opportunity to talk to staff and the support if needed. This can be through a conversation or through occupational health.

We have an MHFA on staff who is dedicated to working with staff and supporting their mental health needs. We also run occupational health drop-ins for staff who would like it throughout the year with a counsellor. The Trust also offer support for BDAT employees and staff know about these.

As standard practise, we offer that staff can take PPA at home, offer time off in lieu and work with staff on their own workload pressures.

As part of Governor meetings, the school reports on the wellbeing of the staff. This is fed-back by the staff Governor after communication with the staff.

As part of performance management, we have an opportunity to talk about career progression, the future and what personal targets staff would like to set for themselves.

Leaders involve themselves in staff events and spend some lunchtimes with staff. They engage in non-work related conversation and spend time getting to know staff personally.

The leaders have been working on our core values of what we want the working experience at Oxenhope to be like and we use this as a marker to move staff forward both professionally and personally. Centre to this is knowledge of the staff, picking up on small changes in the mood and character of staff and modelling positive relationships for the children.

After any monitoring has been completed, feedback is given to staff and a signed copy is kept in their performance management evidence. We aim to give feedback within 48 hours of the monitoring. Changes in policy and procedure which impact on workload and written in consultation with staff.

### **Leaders engaging with parents and the community**

We love to engage with the wider community and having a positive relationship with the parents is vital for the success of the school.

We monopolise on opportunities offered by the community whenever possible such as singing at care homes, having guest speakers, visiting local museums, walking around the local area, raising money for local charities, engaging with local events and helping to improve the community.

A representative from school attends the Village Council meeting to inform them of work we are doing, engaging in projects and applying for funding. We have a dedicated member of staff who is allocated to organise community work. They build a community action plan each year to ensure that we are developing our role as a hub. The school engages in 'The Keighley Schools Together' working party. This means that we can keep up to date with actions which are happening which are relevant for our community.

We work in partnership with parents and carers involving them in their child's life in school.

We understand from surveys that our parents want to know the progress their child is making, feel part of the school community and have communication with leaders and teachers.

We do this in the following ways:

- We inform about progress through:
  - Half termly report cards
  - Annual report
  - Termly parents and carers evenings – both face to face and virtual appointments
  - We explain to parents and carers that they can come and speak to us at any point to discuss progress
- We help parents and carers feel part of the school community through:
  - Offering a PTA
  - Having parents and carers class assemblies and open mornings. This enables them to see their child's work
  - Having performances in the school
  - New to reception parents' and carers' coffee mornings
  - Parents and carers coffee mornings general
  - Celebration assemblies
  - Special events such as singing around the Christmas Tree
  - Asking parents and carers to help at open days
  - Staff members out on the playground welcoming families
  - Parent and carers volunteers

- Free parent workshops
- Toddler group
- Inviting parents in to help deliver the curriculum
- Class assemblies and open mornings
- We ensure that parents and carers can have communication with staff and leaders through:
  - Using Class Dojo and Seesaw as a two-way dialogue with staff
  - Weekly Head Teacher's newsletter
  - Parents' and carers' notice board outside the main office
  - Staff and leaders on the playground in the morning
  - Staff on the doors at the end of the day
  - Facebook
  - Website
  - Twitter
  - School office Text system
  - School office email system
  - Paper copies of information given on request
  - We explain to parents and carers that they can come and speak to us at any point to discuss anything
  - Access to class teachers/Head Teacher through email
  - Half-term class newsletter about learning
  - Working with outside agencies and providing a strong early help offer
  - Having 'The Nest' where parents can speak to our Pastoral team
  - We buy into extra family support through 'The Keighley and Worth Valley Family Liaison' team. This person helps run Team Around the Family meetings and help refer to outside agencies.

### **Protecting staff**

Leaders take harassment and bullying of any member of our school community very seriously. When we are thinking about protecting staff, there are certain aspects which we have firmly in place:

- Have clear policies on harassment and bullying which:
  - prohibit harassment and bullying
  - contain clear definitions of what constitutes harassment and bullying
  - explain how issues can be raised by individual employees and what will happen
  - encourage reporting of all incidents and make staff aware of their entitlements and rights
  - set out the responsibility of managers and employers to address the issue
  - explain what support is available to staff who feel they are being harassed or bullied
  - make links where appropriate to whole-school policies on equality.
- We work hard to make sure that staff feel confident in reporting cases of harassment and bullying.
- We make union and Trust support accessible
- Leaders seek further advice from the Trust on how to deal with cases to ensure consistency
- Staff are made aware about the ways they can report bullying and harassment

Allegations made against staff are taken seriously and the school has policies in place to ensure the safety of the staff member and of the person making the allegation is taken into consideration. These policies are written by the Trust and the school leaders, staff and Governors are aware.

### **Strategic governance**

Our Local Governing Board (LGB) work alongside the school and the Trust to provide strategic leadership robust accountability, oversight and assurance for educational and financial

performance through delegated responsibility from the Trustees. LGB are committed to continuous development and have developed a governance improvement plan in line with the school implementation plan model. This is a collaborative process with all Governors having a voice in shaping it.

The LGB are accountable to the Trustees and the Chair meets with Trustees several times a year.

LGB have delegated responsibility from the Trustees for:

- Setting the strategic direction for the school
- Identifying additional services to be procured
- Approving and scheduling for review all school policies, including admissions, curriculum, pupil achievement and pupil discipline
- Monitoring and approving permanent exclusions
- Delivering a school buildings strategy
- Instituting a Health & Safety Policy
- Preparing and publishing the school prospectus
- Producing, maintaining and publishing governing documents
- The development and proposal of the school budget, expenditure monitoring and in-year changes
- Approving staffing complement and pay discretions
- Recruitment and appraisal of senior leaders
- To manage formal school complaints and grievances

LGB hold senior management to account through the following ways:

- Setting the strategic direction of the school and working closely with senior staff on its delivery
- Having a clear understanding and providing scrutiny of the school's development areas through Linked Governors, termly meetings and prepared papers by school staff, normally the SLT.
- Having a safeguarding Governor who has delegated responsibility for monitoring and ensuring that safeguarding practice is in line with the school's Child Protection and Safeguarding Policy as well as carrying out other monitoring activities as determined by the governing board.
- Having safeguarding as a standing item on agendas which identifies training, attendance, exclusions, key priorities, wellbeing and policy updates
- Governors understand and scrutinise how the school's assessment and tracking procedures impact both outcomes for pupils and on teacher workload.
- Governors ensure that they monitor outcomes between different groups of pupils to ensure that all pupils of all needs, abilities and backgrounds have equal access to an education which enables them to reach their individual potential.
- Governors scrutinise the SEF, are aware of the strengths and development needs of the school and hold leaders to account for ensuring the development areas are appropriately identified and included in the SDP.
- Governors have strategic oversight of the school's Health and Safety Policy and understand how this is operationally implemented.
- The Governors challenge the SBM (normally in governor meetings or link governor visits) to determine how financial efficiency is achieved and how the budget is utilised to support curriculum development and to secure outcomes.

- Governors are also informed about Pupil Premium and Sports funding and other top-up funding such as COVID catch-up funding.
- Governors receive updates on staff development and performance management They monitor the annual pattern of pay progression at each level, having regard to evidence that links pay, the quality of teaching and pupils' outcomes. They ratify pay decisions for individual teachers in line with their appraisal objectives, which governors should ensure have been linked to the school's development priorities.
- The Governors have a clear understanding of their roles as governors both as a collective and their individual responsibilities within the collective.

### **Effective governance**

In order to ensure they provide informed, appropriate and robust scrutiny, the LGB undertake the following:

- Discussing and developing their understanding of the educational context of the school
- Undergoing effective governance training and identifying and addressing needs and skills gaps in LGB
- Working with the SLT and Trust in setting the strategic priorities of the school
- Understanding the difference between operational and strategic decisions
- Having understanding of the values of the school and how these are reflected in strategy and improvement plans.
- Taking ownership of their Link Governor roles and developing a collective culture of governance
- Understanding and working with the Trust, Church and Diocese around the ethos of the school and religious character
- 
- Each member of the board process the skills around effective decision making `

#### **Impact of Governance:**

LGB has developed a governance review document that identifies strengths and development needs.

This document notes:

- Collaborative working with stakeholders is strong
  
- The Governors are gaining confidence with the principles of risk management and how these apply to education and the school
  
- The Governors feel confident challenging around the theme of accountability. They have good knowledge of the school's progress data and assessment systems
  
- Understanding and knowledge of the whole school curriculum is being further developed
  
- The Governors are informed about the finances and funding of the school
  
- Governors are clear about the performance management of staff and are aware of strengths and weaknesses
  
- The Governors have the ability to question leaders on how the in-school assessment system in use effectively supports the attainment and progress of all pupils, including those with a special educational need or disability (SEND) and have a designated SEND Governor
  
- Governors are developing clear link roles that feed into areas of accountability and development need, reviewing these on an annual basis.

### **Safeguarding**

Leaders in school work hard to develop a culture of safeguarding that supports all children effectively.

The key components at our school that support our culture of safety are:

- Safeguarding policy and procedures that are understood by staff and young people and abided by at all times. The policy details the procedures for dealing with concerns about abuse (including radicalisation and the Prevent duty), disclosures and allegations. The policy will include areas of safeguarding which are legal requirements such as sexual violence and harassment and online safety
- A designated safeguarding lead, plus five deputies and contact numbers for out of hours to ensure there is always a safeguarding lead available. All names and contact details are listed within the safeguarding policy and displayed around school in both adult and child speak.
- Appropriate safeguarding training which is regularly updated at least annually.
- A whistle-blowing policy.
- An equality and diversity policy which prohibits discrimination, harassment, bullying and homophobia. It will also detail arrangements that ensure immediate action is taken should the need arise. We also have an equality and diversity leader in school.
- An anti-bullying policy which includes cyberbullying with clear procedures as above.

- An acceptable use of technology policy.
- A temporary visitor policy.
- A safer recruitment policy that embeds safeguarding into all areas of the recruitment process.
- A code of conduct or behaviour policy for all staff and learners.
- Pupil voice through Safety Squad

#### Compliance

Leaders ensure that awareness remains high and compliance is achieved at all times.

This is achieved by:

- Implementing safeguarding training for all staff that is updated and refreshed every year, plus training specifically on the organisation's own safeguarding policy and procedures. This will ensure that staff not only have an overall awareness, but understand how to take action within their own organisation.
- Safeguarding being an agenda item on every staff meeting (both for teaching and support staff) so that staff have a vehicle to raise any concerns.
- Including an article in every parent newsletter.
- Having an area devoted to safeguarding on the website and on Staff Drive.
- Regular supervision and monitoring of staff to ensure they are clear about their roles, responsibilities and boundaries through external safeguarding audits.
- An open door approach where staff feel they can raise concerns about a young person or a colleague's behaviour.
- Staff who understand the importance of listening to learners (this should be part of the recruitment process and induction training).
- Safeguarding posters throughout the building that are visible to all.
- Safeguarding being a standing item on Governor agendas and a report written and circulated.
- Staff attending a safeguarding Workstream run by the Trust
- Careful identification and monitoring of vulnerable children
- Accurate recording procedures using CPOMs. These are monitored by the Safeguarding Team.
- Monitoring of the SCR which is overseen by Governors
- Three training days per year delivered by a specialist company to keep staff updated with changes and promote best practice
- Having a Safeguarding Plan of Action
- Working with pupils to be articulate about safe lives and the safety mechanisms in school
- Using EVERY System to ensure policy and procedure remains in place
- Taking part in website audits to ensure compliance and that the messages promoted by the school are in date.
- Making the message 'Safeguarding is everyone's responsibility' a mantra within the school community
- Staff and families having knowledge of the areas of safeguarding effecting the schools community

Our school offers an in-depth Early Help Offer which includes support to all. Our Early Help Offer includes:

- Access to many external professionals as listed in the Continuum of Need provided by Children's Social Care



- Access to the school Inclusion Team – Pastoral Team, Designated Safeguarding Lead and Deputies, SENDCO and Mental Health First Aiders
- Access to The Nest
- A quality PSHE curriculum
- Classroom support – time to talk strategies, debate, feelings prompts
- Open communication procedures with staff and leaders.
- Access to a family liaison worker
- SEMH tracking system using Boxall Profiles
- Nurture interventions and group work
- Attendance monitoring and support

### **Pupil premium**

Our total Pupil Premium allocation for 2020-2021 was **£37935**.

We work hard to promote Pupil Premium to parents and carers at different times including: parents' evenings, newsletters and through conversations.

We average around 27 children who are allocated Pupil Premium each year. Given that our numbers are relatively small, this gives us a chance to monitor and allocate support in a bespoke way. This year we have started Individual Pupil Premium Plans. Leaders identify children's attendance, academic progress, SEMH needs and any other information surrounding the child. This is then discussed at the Inclusion Team meeting and support is allocated to support any weaker area for the child.

Examples of support students may be offered include:

- learning support and small group study to aid learning
- pastoral support
- small group reading support
- Use of i-pads in school to enhance progress
- lunchtime / after school clubs
- parent and pupil after school clubs
- specialised training for teaching staff
- play therapy
- financial support for uniform, equipment, residential and school visits, music tuition etc
- Measuring the impact of PPG spending
- See the reports below for further details.

Oxenhope Church of England Primary School will:

- measure the impact of the interventions by tracking the progress of the pupil premium pupils on a termly basis
- measure the success of pupils at the end of EYFS, KS1 and KS2 relative to their school targets and against threshold measures
- report to Governors about the progress of disadvantaged pupils at each Curriculum and Pastoral meeting and be held accountable to the named Disadvantage Governors at termly meeting.

- Pupil Premium Strategy Review

Our Pupil Premium Strategy is currently reviewed at the end of each academic and the strategy for the following year is released in the Autumn Term.

### **The impact of support**

The school works closely with the Trust to develop a partnership of support. This support means that:

- The Leadership feel supported and guidance is readily available
- Monitoring across schools can take place
- There is a rich opportunity to celebrate success
- There is a bank of expertise at leaders' fingertips which they can draw upon
- Policy and procedure is externally checked for compliance and actions are quickly identified
- Governors are supported and meeting structured carefully to ensure conformity
- Free CPD and training is readily available
- Weekly direct support is in place to offer bespoke support against the school development plan
- The Head Teacher can access support to strengthen the leadership team
- Health and safety is regularly monitored
- Safeguarding is regularly monitored
- There is opportunity for external monitoring of teaching and learning
- The board of Trustees scrutinise Governor minutes and have a grasp on the context of the school

### **Self-judgement**

Good

### **Key priorities**

Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum

Leaders 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

Development of subject leaders and their articulation of the curriculum

**Overall effectiveness: the quality and standards of the early years provision**

<b>Previous judgement:</b>	Good
<b>Steps taken to improve</b>	
<ul style="list-style-type: none"> <li>• Appointment of an Early Years Practitioner</li> <li>• The use of online learning journeys</li> <li>• Using Seesaw communication APP</li> <li>• Working alongside the Trust to develop the learning Environment</li> <li>• Using Read Write Ink</li> <li>• Accessing moderation</li> <li>• Accessing workstreams</li> <li>• Developing the Transition programme from pre-school to Reception</li> <li>• Leadership parent relationship development</li> <li>• Open days and meet and greets</li> <li>• Developed relationships with pre-schools</li> <li>• Linking practice with main pre-school feeder eg phonics linking</li> </ul>	

<b>Context</b>
<ul style="list-style-type: none"> <li>• Oxenhope has one Reception class.</li> <li>• The children who join Reception come from a variety of pre-school and home settings.</li> <li>• We have 30 children currently in our Reception setting and the ethnicity reflects the rest of school. We have one class teacher and one early year’s practitioner working in the Reception class.</li> <li>• The school uses Tapestry to record progress online as well as physical books and learning journeys.</li> <li>• The school uses Read, Write, Ink to teach phonics.</li> <li>• Children arrive in Reception with high levels of knowledge and language skills</li> <li>• PSH remains the area where Reception children need more guidance and support.</li> </ul>
<b>Evaluation</b>

All groups of learners demonstrate strong progress from starting points as a result of the high expectations of adults. The percentage of pupils attaining or exceeding a Good Level of Development has been in line or above the national percentages for the last three years with pupils making excellent progress from above average baselines.

Our EYFS curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning this is supported by a well-resourced and highly stimulating environment. This has resulted in pupils who quickly develop learning approaches which are collaborative and sustain high levels of concentration and engagement. We pay particular attention to the development of PHE through language rich provision and role play activities due to the low starting points in this area for many of our pupils.

Our carefully planned induction procedures ensure that children make a smooth and happy transition from their preschool settings to our school. Events such as stay and plays, sample lunchtime visits, parent coffee mornings and Head Teacher and EYFS staff pre-school visits all contribute to putting children at ease, earning trust and communicating important information to parents. Every Year 5 pupil becomes a 'Buddy' to one of our new Foundation Stage pupils.

This relationship is important to our new pupils and also their parents. Our Year 5 pupils are excellent at communicating the values and expectations of our school.

The use of innovative and creative approaches to themed learning such as pupil assessment tools, as well as static opportunities to read, write and count both indoors and outside results in a highly purposeful environment.

The quality of teaching from teachers and support staff is consistently good and as a result all groups of children make rapid progress.

Accurate assessment informs both group and individual need using an online system which supports teachers to be efficient.

Moderation is robust and results in a high level of consistency of judgments.

Number is taught systematically and results in children applying these skills in workbooks and in oral activities. Independent number and mathematics activities are carefully planned to inspire and engage pupils.

Pupils move from EYFS to Year 1 seamlessly as a result of transition systems in place. The strong foundations established in the early years result in good progress from baseline to the end of KS1.

Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance embedded in daily practice. They are able to demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour as a result of the skilled intervention of adults. Children with particular need are catered for well and in partnership with their parents.

Opportunities are taken by all staff to develop children's ability to manage their own feelings and behaviours and understand those of others.

Children are confident to take risks and enthusiastically use our large play apparatus to explore and develop physically. Alongside our healthy living week, children have access to fruit and milk throughout the day and activities are planned throughout the year exploring the importance of healthy living.

Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well attended visits, activities and workshops as well as written termly reports & meetings. The use of the Seesaw Communication App allows parents to have a dialogue with parents and they value this access. We provide information to parents about supporting their child's learning at home

and run special meetings about our methods for teaching reading and phonics and how parents can help their child to learn to read.

Inclusion and progress of pupils with SEND is a key strength.

Disadvantaged children access cultural capital by the huge variety of books that are available, songs and rhymes that are shared, British Values that are shared, activities that come from different cultural backgrounds and a wide range of exploratory experiences inside and outside.

Staff adapt learning well for children with SEND and regularly liaise with outside agencies to better meet the children's needs. This personalised focus ensures that these children make strong progress from their starting points.

### Self-judgement

Good

### Key Priorities

To ensure the new Profile and Baseline Assessment is successfully embedded to ensure compliance with national change.

To ensure that the pitch and access to independent learning for key groups, including disadvantaged pupils in EYFS both inside and outside is embedded.

To continue to adapt our curriculum offer and provision to meet the ever changing needs of our early years children due to the effects of COVID19.

### Self-evaluation summary of judgements

Key judgements	Grade
Quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness	<b>Good</b>
Early years	
Overall effectiveness	<b>Good</b>