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| STEETON PRIMARY SCHOOL SELF EVALUATION 2022-2023  QUALITY OF EDUCATION (GOOD)  **Updated Wednesday, 24 May 2023** | |
| Actions taken since last Ofsted outlined below:  Leaders and those responsible for governance should ensure that they: | |
| * further encourage pupils’ love of and expertise in reading by developing all staff as skilled teachers of reading and strengthening the links between speaking, reading and writing | Steeton have become a ‘Reading for Pleasure’ school as outlined below. |
| * further develop the curriculum so that all pupils, particularly the most able, have more opportunities to extend their knowledge, skills and understanding in subjects beyond English, mathematics and science. | School leaders have developed an enhanced curriculum to meet the needs of all our pupils. As outlined below. |
| **School Context:**   * Since 2017, Steeton has worked in partnership with 2 other Bradford primary schools with a shared executive headteacher. * The school serves a diverse and complex community, which does not reflect the central village location of the school buildings. * There are currently 290 children on site. We are 1.5 form entry - there are 45 children in each year group. From September 2024, we are reducing our PAN to 30. * Steeton children come from a range of family circumstances, including a number of affluent local families, as well as children who are driven from various parts of nearby Keighley, some of which are in the bottom 10% of IDACI.[[1]](#footnote-2) * We do not have a nursery. Our children come from around 17 providers – both locally, nationally and internationally. * In October 2022, EYFS baseline was 49%. Our EAL is 46.5% which is significantly above national average. * A number of children come to us in-year as their parents move to Steeton – particularly to work at the local hospital. These children are majority Indian children. * 14 languages are spoken at home and there is a mix of ethnicities that reflect this. * Over the last few years, numbers have declined, and we usually have a reception intake of below 45. This impacts our funding. We do have numbers of in-year applications. * Pupil premium = 17.8% - less than national average. | |
| **Intent:**  Curriculum design and coverage  We consider the Quality of Education at Steeton Primary School to be securely Good and moving strongly towards Outstanding.  In 2018 at our last Ofsted we acknowledged that, we had successfully maintained the standard of teaching and learning, and our pupils in all Year Groups made good progress from a very low level of attainment and socialisation on entry to school. However, our outcomes were hovering stubbornly just below national averages. The traditional approach of quality first teaching of the current curriculum, supplemented by small-group interventions, was not working.   * An enhanced curriculum was therefore developed, based on school research[[2]](#footnote-3) and specifically designed to meet the particular needs of Steeton pupils, whatever their starting point (e.g. SEND), including the need to develop their cultural capital and personal skills, through new elements such as:   + The ‘Learning for Life’ Curriculum   + Magic Mondays[[3]](#footnote-4)   + Reading & Writing for Pleasure   + White Rose Maths and LBQ[[4]](#footnote-5)   + the Big Idea[[5]](#footnote-6)   + the Pupil Offer   Rationale:   * Pupils displayed many positive behaviours and attitudes, and it was apparent that our attention to the personal development of pupils was strong, but for school to have a deeper impact on the life chances of its pupils it was clear that we needed to aim higher. Only the development of a truly excellent education would provide our children with the rich set of experiences across the curriculum that would inspire them to raise their aspirations, to become truly resilient learners, and the person they were learning that they could be.   ***Barriers to pupil achievement*:**  Through research and knowledge of Steeton’s pupils, school leaders identified the main obstacles to learning:   * Poor oracy skills: the curriculum did not allow time for pupils and teachers to talk to each other in a way that would develop their cultural capital. This had a significant effect on children’s achievement and was a matter of equality that mitigated against social mobility. * Due to a consistent narrowing of the curriculum, in the main, pupil’s artistic and fine motor skills had been stunted, with age-related Art and Design skills beyond the scope of many Year 6 pupils. * The school’s ‘paper based’ Creative Curriculum had been developed in line with Ofsted requirements, but there was insufficient curriculum time for art or design skills linked to the topics. This fundamentally missed an opportunity to further deepen children’s learning and capture their full engagement, so broadening their acquisition of cultural capital. * Pupils presented good and ‘on task’ behaviours within class, but lacked enthusiasm as they progressed through school. Feedback from pupils was that school was ‘all maths’, ‘all English’, ‘a bit of science’. The element that they found interesting, the Creative Curriculum, didn’t feature enough. * Pupils displayed many positive behaviours and attitudes and it was apparent that school’s attention to pupil personal development was also good, but for school to impact the life chances of its pupils more deeply it was clear that it needed to aim higher. Only the development of a truly excellent education would provide the children with the rich set of experiences across the curriculum which would inspire them to raise their aspiration, to be the person they were learning that they could be.   **Curriculum solutions:**   * In light of these findings, school leaders undertook a fundamental review of our strategy. The focus on a deeply enriching ‘Learning for Life’ curriculum with Magic Mondays and The Big Idea designed to focus and enhance children’s cultural capital with a strong focus on the school’s FOREST[[6]](#footnote-7) values and a Pupil Offer[[7]](#footnote-8) baked into the curriculum. * This combined with the sharpening of Governing Body involvement in self-evaluation and school improvement planning (covered in more detail elsewhere in L&M SEF document) provides our platform strategy which we have adopted towards raising standards at Steeton Primary School.   ***Curriculum Vision***   * At Steeton Primary School, we provide to ALL our children an engaging, purposeful curriculum that inspires, motivates, challenges and excites them. We believe that providing our pupils with key experiences will develop their cultural capital and enhance their learning and personal development to help them become successful, confident learners. * Each year group has a broad, balanced and engaging curriculum that is tailored to the collective and individual needs of our children and provides them with the opportunity to learn about a variety of inspiring topics. We have carefully researched and thought about the needs of our children and have planned a series of themes that will provide excellent learning opportunities where our children can develop their basic and creative skills, enjoy exciting real-life experiences and make strong progress. * It is our intention to provide our children with the best, first-hand experience that will engage their interests and drive their learning with a key purpose | |

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| **Implementation:** |
| The school’s enhancements to the National Curriculum through the Learning for Life Curriculum, Learning for Life Logs[[8]](#footnote-9), Reading & Writing for Pleasure, White Rose Maths and LBQ, Magic Mondays, the Big Idea, Forest School and the Pupil Offer provide an ambitious curriculum that addresses the specific needs of Steeton pupils, both academically and in terms of personal development and cultural capital.  **Curriculum Design:**  School leaders have carefully developed a whole school overview and progression of knowledge and skills for each curriculum subject. This means that the National Curriculum is taught in a systematic way meaning children know more and remember more. Progression of knowledge and skills are outlined so that our end points at the end of each phase are clear to all teachers. It is clear to see what children have learnt previously in the phase before and what they will be learning in the next phase of their education. (An example of one of schools Curriculum documents can be found at Annex 1. And is further discussed in the Leadership & Management section of the SEF)  **The following features enable us to implement our curriculum:**   * A structure of Subject Leads for core subjects. * The use of subject monitors (alongside DHT responsible for curriculum) which has thoroughly energised the whole curriculum and empowered our staff to be integral to the curriculum provision at Steeton Primary School. * Effective planning and sequencing of learning to ensure that learning is thoroughly embedded; * A thorough understanding of the curriculum intent, and the identification of cross-curriculum linkages, by all teachers; * Peer observations led by member of staff working on NPQCPD: space for staff to support the professional and personal development of colleagues through professional dialogue and exchange of excellent practice. * Quality assurance of provision across school through monitoring and curriculum impact meetings; * Enhanced distribution of leadership; and development of staff through identifying and making use of opportunities to model best practice.  1. The Use of new technologies, including LBQ to support learning and increase the efficiency and effectiveness of work. This enables staff to provide more timely, relevant, and less time-consuming, feedback to pupils on their work. 2. An emphasis in the enhanced curriculum on the development of personal characteristics such as resilience, independence, self-awareness, aspiration and empathy through:   ‘Learning for Life Curriculum’ incorporating:   * + Curriculum design outlined above.   + Magic Mondays (the use of Art/craft and Design/Technology to develop in pupils the habit of reviewing and improving their work to achieve a first-class age-related product);   + Reading & Writing for Pleasure[[9]](#footnote-10) embedded systems which have improved outcomes across school.   + White Rose Maths and LBQ   + Forest School and (promotion of independence, risk management, the FOREST principles);   + The Pupil Offer.[[10]](#footnote-11)   + The PSHE and RSE curriculum.  1. Science weeks are taught on a half termly basis allowing children to build on the knowledge throughout the week giving the children time to investigate and research over the week. Half termly refresher assessments are a feature of the science curriculum enabling children to remember what has gone past and preparing them for science work moving forward. 2. Other subjects are taught through Learning for Life Curriculum and recorded in their “Learning for life logs”. History and Geography units unit are introduced with the Big Idea to encourage a sense of wonder and curiosity. This will give the children opportunities to develop their questioning and ability to hypothesise. 3. Curriculum Leaders’ action plans for core subjects filter into the SDP and identify priorities and next steps for further improving the quality of pupils’ work. 4. Through the activities covered in the Pupil Offer, links are clarified for pupils between what they are learning in school and the opportunities for future learning and employment. 5. The School Development Plan, which includes curriculum planning, is closely monitored by Link Governors with milestones audited by them against the Ofsted grade descriptors for Good and Outstanding 6. Our monitoring and evaluation of teaching and learning demonstrates that all teaching is now at least Good, and some is Outstanding. Governor attendance at monitoring and evaluation events, as well as at Pupil Progress Meetings, provides assurance to the GB that leadership judgements are robust and reliable. 7. The combination of high-quality teaching and daily assessment including LBQprovides live, real time marking and feedback from both the system itself and the teacher. This enables any errors and misconceptions to be addressed immediately; minimises the time spent by staff on marking so that they are freed to teach; and informs further lesson planning. |

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| **Impact:** |
| 1. The effectiveness of curriculum planning and sequencing is evident in book and planning checks. Children presentation and quality of work has improved dramatically over the first year of trialling the Learning for life logs. 2. Magic Mondays have proved to be a curriculum strength of the school;  * Art/Craft skills and productivity have improved. * Children are creating quality age related products. * Pupil resilience has improved across the curriculum and is demonstrable across all work books. * Good staff pupil relationships have further improved due to the quality time spent pursuing cultural capital. Because of this and other measures, behaviour and attitudes across school are outstanding.  1. Reliance on worksheets or information sheets has fallen sharply with children using the art skills that they have acquired through Magic Mondays more consistently throughout the rest of the curriculum.   Insert pictorial evidence here:   1. White Rose Maths and LBQ have strengthened maths provision across school. Engagement with Maths across school is exceptional, notable also in schools EYFS where the Karen Wilding[[11]](#footnote-12) approach has been adopted. Pupil questionnaire during Maths learning walks unanimously point to pupils enjoying maths, as a result data indicates that pupils continue to make progress and are being seen to make up for ground lost during Covid19 and the National lockdowns. 2. School completed its Reading for Pleasure project in 2023. This transformed school’s reading culture. Pupils now have access to modern and diverse literature which mirror their cultures, beliefs and communities. A recent Local Authority review stated that, “Reading oozes throughout school.’ Pupil engagement with reading is significantly improved and reading outcomes across school are improving rapidly. 3. The newly formulated Writing for Pleasure system has already achieved what it set out to do- that is to encourage our young writers to enjoy writing. Staff have seen evidence that creative writing is back amongst the activities that children wish to do. One school governor commented that her son had, unusually, come home to write a story; fired up by Writing for Pleasure. Writing outcomes have reflected this across all year groups. 4. School accredited Read Write Inc. Phonics program has produced exceptional results for our youngest children. Current Year 1 children have achieved 88% in their 2022 Year 1 phonics check. A significant feat considering the disrupted Reception year that these children had. A member of staff is an accredited trainer and SLE working for the English Hub. As a result, we are able to train and quality assure all staff in early reading, targeted phonics interventions and RWI spelling systems. |

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| **Areas for School Development Plan** |
| Consolidate, complete and fully embed the Steeton Curriculum design – by the Autumn 2022 / Spring 2023 term; followed by further review and identification of additional next steps.  Review internal assessment of progress and attainment, particularly for disadvantage and SEND pupils:   * based on a full year of teaching and learning; and * against data from resumed national testing   We believe that, provided if Covid allows a full year of unbroken work during academic year 2022-2023 in which to embed and consolidate our enhanced curriculum, national testing will demonstrate significantly improved outcomes end enable school leaders to state confidently that the Quality of Education at Steeton is truly excellent. |
| **Next Steps** |
| To carry forward our journey towards providing a first-class education, the school is pursuing the following next steps:   * Through development of the Statements of Curriculum Intent, to be completed by the end of the summer term 2022:   + deepen teachers’ understanding of, and ability to articulate, how teaching in their classes fits within the whole school overview and progression of knowledge and skills for each curriculum subject.   + ensure that all staff and governors can articulate clearly and consistently why the curriculum has been developed as it has. * Articulate more clearly for pupils how the learning they undertake in school will help them to benefit from future educational, career and other life opportunities. * Further develop the learning environment to reflect more clearly the school vision and the future career and life opportunities available to pupils. * Update the Curriculum Framework policies to reflect the completed statements of curriculum intent and the new EYFS curriculum. * Further develop the quality of teaching and learning through:   + the embedding and further development of the Subject Leaders and Monitors   + carefully planned training and CPD   + broadening of staff experience and exchange of practice by providing support for other schools * Further develop the use of LBQ to support all areas of the curriculum in all year groups from Year 2 to Year 6. * In partnership with the Literacy Trust, use the work from the 2021-2022 Reading for Pleasure project to   + understanding the research evidence; and   + further develop a reading community and culture within and across the school and beyond. * Develop a Pupil Passport, as discussed in other sections of the SEF, to showcase the activities of pupils (both those organised by school and those undertaken out of school), enabling them to share their experiences and staff to identify any gaps. * Use established Monitoring and Evaluation systems to verify that: Further strengthen   + work across the curriculum is of consistently high quality and is coherently planned and sequenced to enable pupils to develop over time the knowledge and skills they will need for future learning and employment; and   + pupils consistently achieve highly, particularly the most disadvantaged and those with SEND. * Demonstrate evidence of impact, including through assessment systems that reflect:   + the curriculum as delivered during the Covid lockdowns; and   + the full breadth of the enhanced curriculum. * Resume governor monitoring visits, Book Looks, Learning Walks etc |

1. IDACI: Income Deprivation Affecting Children Index. [↑](#footnote-ref-2)
2. Project O: an in-house project led by the EHT in spring/summer of 2019, working with the weakest year 6 children. Project involved providing opportunities for children to carry out art/design project-based work. Findings included a lack of fine motor and resilience skills, poor age-related Art/DT skills and weak oracy skills. As a result, Magic Mondays was identified as a solution to these skills deficits and a means to boost engagement from this group of pupils. [↑](#footnote-ref-3)
3. Magic Mondays: most of Mondays timetable is given over to a project based piece of art/craft/design technology. This will be linked to the Learning for Life curriculum producing a quality age related product. Pupils are encouraged to be resilient, try again and produce the best that they can. [↑](#footnote-ref-4)
4. Learning by Questions: a classroom app with curriculum-aligned question sets, immediate feedback, automatic marking and instant insight to enable targeting of interventions [↑](#footnote-ref-5)
5. Big Idea: to encourage a sense of wonder and curiosity. This will give the children opportunities to develop their questioning and ability to hypothesise. [↑](#footnote-ref-6)
6. FOREST – Friendship, Opportunity, Resilience, Empathy, Self-awareness, Teamwork [↑](#footnote-ref-7)
7. School also has a Pupil Offer, which sets out what each child could expect from the school as part of an integrated curriculum offer. The Offer includes, for each child every year: At least three Forest School days, at least two major visits or visitors, at least one outdoor training activity , a visit to a library and a museum or art gallery, visits to at least two places of worship, at least two whole-school events (e.g. events related to the Olympics, World War I) a community activity (e.g. litter-picking, planting, singing at local nursing homes and hospital) The Pupil Offer is proving highly positive in terms of providing wider life experience for pupils and enabling them to improve their communication and other skills. [↑](#footnote-ref-8)
8. Learning for Life Logs- It was found that by limiting children books to just Maths Literacy and learning for Life logs the quality of work in children’s book improved dramatically; hand drawn diagrams replaced worksheets in many instances and quality presentation is now a feature of all children’s work. [↑](#footnote-ref-9)
9. Reading for Pleasure forms our core reading offer within school backed by Open University research project, funded and commissioned by the DFE to raise the profile and enjoyment of reading. Writing for Pleasure is an in-house replacement to our Read2Write process. Read 2 Write was introduced in 2015 in light of the new National Curriculum. Previously, writing had been fluid and reactional. The curriculum demanded a heavily grammar-based approach to writing. Through moderation training, we introduced a writing tracker, which was developmental, meaning that children could only be at expected standard as they learnt more difficult grammatical skills progressively through the school year.

   The planning process was very specific – phases were followed and taught consistently. New vocabulary was drilled in the form of 3 new words each unit, which were then shoehorned – often out of context – into children’s writing. As a result, writing was stale and formulaic. In 2022, English leaders from Steeton and Sandy Lane met to look at how we could revise the teaching of writing in order to raise standards because:

   * We both knew writing outcomes were weak at both schools despite systematic, strong teaching to the process of Read 2 Write.
   * Assessment and moderation of writing had changed; there was now a strong focus on the effectiveness of writing and how the storytelling voice is heard when writing and reading out loud.
   * We were relying heavily on success criteria which was limiting children’s writing choices

   We used James Durran’s research model. He had written an article: ‘Re-thinking success criteria: a simple device to support children’s writing.’ He claimed that the approach would simplify and revolutionise the way writing was taught, talked about and approached in the classroom. We removed success criterias of old and replaced them with the grid approach to planning on each classroom wall. These are interactive and evolving: from reading and exploring examples; to planning and assembling ideas; to drafting and editing, to proof-reading; to publication, to reflection. At every stage, children are drawn back to the centre to ask themselves: is my writing achieving what it is meant to achieve? [↑](#footnote-ref-10)
10. School also has a Pupil Offer, which sets out what each child could expect from the school as part of an integrated curriculum offer. This is proving highly positive in terms of providing wider life experience for pupils and enabling them to improve their communication and other skills. [↑](#footnote-ref-11)
11. Karen Wilding: international Maths early years consultant and author. [↑](#footnote-ref-12)