



Hamstreet Primary Academy

SEF/SIP 2019/2020

School self-evaluation (updated February 2020)

School Improvement Plan (updated February 2020)

Context

- Hamstreet Primary Academy is a larger than average-sized primary school with 305 pupils on roll (as at January 2020). The school is a popular choice within the local community. Many of the pupils live in outlying villages and travel to school by bus. The intake is both rural and urban (as many families travel from the nearby town of Ashford) and from a very mixed socio-economic background. In recent years more and more children are starting school below the expected levels in personal, social and emotional skills and these are the areas we focus on with parents in the first few months.
- The school is part of the ACE Learning Trust which consists of one other primary school.
- Most pupils are of White British heritage; with 7% having English as an Additional language.
- The proportion of pupils eligible for the pupil premium is below average (14%) although we are aware of a larger number of eligible pupils in KS1 where parents have not applied due to universal free school meals, despite our encouragement. We currently have 39 pupils eligible for Pupil Premium in school as follows: YrR: 7, Yr1: 6, Yr2: 3, Yr3: 8, Yr4: 6, Yr5: 5, Yr6: 5
- The overall proportion of SEND pupils is below the national average. However, the proportion of pupils with an EHC Plan is above the national average (2%).
- Pupils enjoy being in school and attendance is high (18/19 = 96.1%) with persistent absence (2.6%) being well below the national average. Relationships between adults and pupils are excellent and there is a positive climate for learning.
- Pupils feel safe and listened to and overall behaviour is excellent. In the 2019 parent survey 98% strongly agreed/agreed that there is good discipline at Hamstreet.
- All safeguarding requirements are fully met and effective. In 2018/19 ? children were referred to Children's services. The school currently has 2 children identified as Children in Need, 1 Looked After child, with ? other children receiving safeguarding support through our own resources.
- Hamstreet is a stable, well-staffed school with a range of staff employed to provide additional support and intervention e.g. SEN team, Learning Mentor, More Able teacher.
- Governance through our Board of Trustees is strong. They are supported by a Local Advisory Board who regularly monitor and report to the Board.
- A very popular Breakfast Club and an After School Care club are well established in providing wrap around care for our pupils. Holiday clubs are also organised to help parents with childcare.
- A private Nursery (Highways at Hamstreet Kindergarten) operates on the academy site (rated Outstanding January 2020).
- The academy has developed its work through the following national programmes: Healthy Schools, Artsmark Gold, silver Activemark for sporting achievement and Green flag eco-award.

Progress against previous inspection (February 2017)

Key issues for action:	Progress
<p>The most able pupils achieve their full potential, including those who are disadvantaged</p> <p>The attendance of disadvantaged pupils is at least in line with other pupils nationally.</p>	<p>In 2019 KS2 pupils exceeded national figures in reading at greater depth (36% compared to national 27%) and writing (22% compared to national 20%). At KS1 those working at greater depth met the national standard in maths and were very slightly below in reading and writing. 66% of Pupil Premium (PP) pupils achieved GLD in EYFS, 100% of PP pupils achieved Yr 1 phonics screening expected standard, 83% of KS1 PP children achieved the expected standard in KS1 reading and writing, 67% in maths. 75% of PP children in Year 6 achieved the expected standard in Reading, Writing and Maths.</p> <p>Overall attendance of our pupil premium pupils at the end of 2018/19 was 91.1%. The % for all pupils was 96.1.</p> <p>Currently attendance of this group is 93.7% (as of Jan 2020)</p>

SCHOOL IMPROVEMENT PRIORITIES 2019/2020

The quality of education:

- To review the ACE Curriculum to ensure it enables pupils to develop detailed skills and knowledge and achieve well.
- To continue to develop the quality of teaching of maths particularly problem solving and reasoning.
- Reading curriculum develops pupils' fluency, comprehension, confidence & enjoyment in reading
- To develop the quality of writing with a focus on spellings

Behaviour and attitudes

- Classroom/school environment is calm and orderly where pupils feel safe
- Improve overall attendance: reduce absence of pupils who fall below 90% to achieve 97% attendance rate
- To further develop Building Learning Power

Personal development

- Development of SMSC
- Prepare pupils for life in modern Britain

Leadership and management

- CPD programme planned (focussing on quality of teaching & learning and the curriculum) to enhance staff skills & knowledge
- New assessment system used effectively and appropriately
- Leaders monitor staff wellbeing & workload to ensure it is appropriate
- Ensure that there is consistency in and understanding of inclusive practices and shared values

Evaluating the quality of early years education

- Making Relationships
- Managing Feelings & Behaviour
- Writing & Physical
- Listening & Attention

Strengths

INTENT

The ACE Curriculum (currently being developed with all ACE staff) is designed to be broad and balanced with a strong focus on developing pupils' reading, literacy and numeracy skills whilst providing them with meaningful experiences in all curriculum areas. Teachers utilise the Mantle of the Expert approach to learning where appropriate to increase pupil engagement and provide stimulation through meaningful learning scenarios. Our curriculum is structured so that skills and knowledge build across the school. We consider carefully the transition from one phase to another. There is a good breadth and coverage to our curriculum, which is supported by enrichment days and extra-curricular activities. We want to make learning fun, practical and exciting to ensure that it is embedded in the long-term memory. It is a spiral curriculum so that themes and concepts are revisited with prior knowledge being considered before learning moves on. This also helps to commit learning to memory. The curriculum aims to develop strong learning attitudes and build the learning power of each individual child, through a focus on developing learning skills and encouraging children to be active learners. It also supports the promotion of British values and builds on pupils' enthusiasm for learning..

Our curriculum meets the needs of our disadvantaged pupils by being practical, creative and it includes lots of discussion and visual stimulus. By using individual Pupil Premium (PP) action plans and a strong focus on learning attitudes and engagement during the lesson, the outcomes for our disadvantaged pupils are improving. There are planned trips and curriculum days to bring the curriculum to life and enrich learning. The curriculum is supported by high quality engaging texts. All of these things improve the cultural capital of all our pupils.

Our SEND pupils are served well by our curriculum because of the targeted support they receive. Provision plans are reviewed termly by all staff. The school has a commitment to ensure equal opportunities for all pupils to access all it has to offer. We employ Learning Support Assistants to do just this by having one LSA in the every classroom so that they support children, ensuring all children have access to the same learning opportunities. Any interventions that are required for specific learning needs are short and focussed, generally for just six weeks only. These are then evaluated to ensure the children transfer the new skills to their classroom learning.

More able pupils are challenged further through research, debate and enquiry. They are given opportunities to reason and problem-solve across the curriculum as well as learn at a faster pace. Some of our more able children have special lessons planned and delivered by our teacher for the More Able. This provides focused, small group challenge which is stimulating and develops their abilities, allowing for them to learn from each other.

Our staff understand that our pupils come from a variety of backgrounds. They are aware that Hamstreet' s community is majority white British (a mono-culture) with an increasing number of our pupils from disadvantaged backgrounds and the percentage with SEND increasing. With these facts in mind, our curriculum therefore needs to embrace varying viewpoints, cultures and beliefs, encourage debate and discussion and give pupils a good basic skill set and equip them for life and learning beyond Hamstreet.

Our pupils need to be challenged in their schooling; learning from failures and celebrating successes. At Hamstreet, we have designed and planned our curriculum with pupils' learning at the centre where knowledge and skills are developed appropriately and cumulatively across the year groups. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence. We intend to offer our pupils new and exciting experiences that are designed to build resilience, confidence and self-esteem. We aim to accelerate the learning progress of the most disadvantaged and vulnerable pupils in order to narrow the gap in progress and attainment between them and their peers. The curriculum also makes provision to enable pupils to work at greater depth within age related expectations. Pupil Premium children who are working at age related expectation are encouraged to work in the more able groups to accelerate their learning and provide excellent role models for attitudes to learning.

We want our pupils to achieve well in the next stage of their life. Our curriculum is designed to prepare pupils for the opportunities, responsibilities and experiences they will have in future life, and we strive to do so by offering a broad and balanced curriculum. In addition, we actively promote British values to ensure pupils are well prepared for life in modern Britain. We want all pupils to achieve their very best and to become successful adults.

Our curriculum promotes an enjoyment of learning through creativity, purpose and relevance. Discussion, communication skills and vocabulary are very important and are planned for

within our themes so that pupils can achieve well. There is a focus on oracy, using targeted questioning and sentence stems to develop responses. Through the ACE curriculum, we also seek to promote the spiritual, moral, cultural, mental and physical development of pupils at the school. By adopting an imaginative, practical and cross-curricular curriculum approach, we believe this results in optimum learning outcomes. The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education, including literacy, mathematical, scientific, technical, human and social, physical and artistic learning. The curriculum provides continuity and progression and creates a culture of high expectations. The ACE curriculum is focussed around five key threads (me, heritage, community, culture and global) which allow children to encounter and revisit learning through a variety of curriculum areas and themes. Over time, these key threads ensure that children build on previous learning and develop a deeper understanding. This further strengthens the curriculum offer for all pupils. We supplement the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities. The curriculum promotes all forms of equality and fosters greater understanding of and respect for people of all faiths and those of no faith, races, genders, ages, disability and sexual orientations. It keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism. The curriculum works in tandem with the ACE Learning values. It provides skills-based as well as knowledge-based learning and ensures continuity and progression within the school and between phases of education. We want our pupils to learn more than mere facts and content; we want them to acquire the skills to be effective learners.

The end point of the pupil journey at Hamstreet ensures that pupils can see the links and make connections in learning and have real life reasons for learning. Our pupils will have gained good basic skills, have a strong moral, cultural, emotional, spiritual and social purpose, develop healthy minds and healthy bodies and be rounded individuals who believe in their own potential. We aim to develop resilience in our pupils so they are willing to take risks in future learning and understand that making mistakes is an important part of the learning process. We want our pupils to have high standards of behaviour and tolerance by developing respect and responsibility for themselves and others.

IMPLEMENTATION

Overall teachers have strong subject knowledge and are effective in establishing a positive climate for learning to deliver our engaging curriculum. Lessons are carefully planned and teachers are effective at making explanations clear. Pupils' understanding is systematically checked and immediate feedback is provided as appropriate. Live marking is used frequently by teachers to give children immediate feedback and next steps in their learning. Future teaching and learning is adapted as necessary to ensure that learning is revisited and links are made where relevant. Where staff are less confident in specific subject teaching, support is provided using strategies such as sharing expertise or coaching; continued monitoring and follow-up ensures progress is evident.

Staff understand the different ways in which pupils learn and plan lessons to account for these differences and create an environment that is pupil-focussed. SEND pupils are supported through a range of methods in class including manipulatives, writing frames, stem sentences, modelled examples and visual sequences as some of the main tools to help them access learning. Cross-curricular links are made where possible, so that pupils can draw upon knowledge from different subjects and understand how each subject plays a part in everyday life. As the long and medium term plans have been developed collectively (the ACE Curriculum) with resources such as class texts, teaching materials, enrichment activities, vocabulary lists, etc having been previously selected – this ensures that teachers are not overburdened with workload. Teachers use different learning resources to teach core content, and by using different techniques, we keep pupils engaged with learning and accommodate pupils who learn differently to their peers. Staff have high expectations for pupils' behaviour and generally the pupils respond well and there is very little disruptive behaviour in lessons. Teachers plan strategies carefully with pupils and families to support the behaviour of children both in and outside of school where there is a need. Teachers are committed to supporting all pupils with their learning attitudes and behaviour.

Teachers and leaders use assessment well; effective use is made of our tailor-made Planning, Assessment and Teaching tool (PATT). Information on pupils' attainment and progress is tracked carefully on the system and then outcomes from assessment enable teachers to set targets which reflect individual pupils' skills, abilities and potential. It is understood that it is important to assess pupils' current and prior knowledge before planning next steps in learning. The PATT has reduced teacher workload but still enables leaders to have the key information they need to track progress and performance across all classes, year groups and specific groups.

We provide a variety of enrichment and extra-curricular activities for pupils that enhance their learning experience. The activities range from after-school clubs, to educational trips and visits and curriculum days. This may be visitors to the school including artists, authors, craftspeople, actors, musicians; the use of the school grounds; use of the locality; educational workshops and Forest School. Extra-curricular activities are designed to enhance pupils' learning experiences and they are varied and interesting ranging from football to flower arranging, from art club to an environmental protection troupe! We engage with community projects and use the wider community as much as possible to show our pupils the value of protecting and being involved in their community e.g. Green Hearts day. This also establishes a link between what they may learn in the classroom to practical examples in real life e.g. enterprise week and

trips to the local garden centre. We use members of the wider community to share their works with the children and also take advantage of our talented parents by inviting them in to share and teach the children about religion, culture and professional jobs. We have positive links with local businesses and often take trips to our local residential home, uniting the young and old. Master classes are taught one afternoon a week in KS2 to provide specialised learning opportunities with expert teachers in the following subject areas – foreign languages, food technology, IT/coding, sport, theatre studies, well-being and life skills. These are greatly enjoyed by all pupils.

There is a strong focus on reading across all areas of the curriculum and priority is given to reading throughout the day. Class texts are used by each phase to challenge readers and develop an enjoyment of reading whole books, discussing and reviewing them at all ages. There is a clear and systematic approach to reading which enables pupils to develop their fluency, confidence and enjoyment. Regular reading assessment identifies those needing support and interventions are quickly implemented to address specific needs. Regular whole class reading is used to develop pupils' enjoyment of books.

The teaching of phonics is strong as evidenced by the last 3 years of Yr1 phonic screening results. Teachers and teaching assistants have excellent subject knowledge in this area. Pupils in early years get off to a confident start in being able to blend and segment sounds. Pupils have a love of reading and can use their phonics skills when encountering new, unfamiliar words. All staff model high standards in speaking, listening and literacy skills. Discussion and debate is encouraged e.g. through 'Picture News' which have weekly discussion topics that have been in the news. We follow the PSHE Association plans to ensure good quality teaching and learning during PSHE. We also use the Kent Agreed Syllabus to plan and deliver good quality RE throughout the school. Talking homework is provided so that pupils are encouraged to talk to their parents about issues and subjects raised in class.

Our school values the input of its parents with regards to the delivery of the curriculum as we believe pupils get a well-rounded education if everyone is involved in shaping it. We hold regular parent meetings and workshops to inform parents about aspects of the curriculum e.g. Share & Learn sessions in all year groups, reading and maths workshops, the EYFS curriculum, Meet the Teacher, etc.

IMPACT

WOULD ADD PREVIOUS YEARS NATIONAL RESULTS/ANALYSIS HERE i.e. 2019/20 when reviewing in September 2020

Across the curriculum, and over time pupils are developing skills and knowledge to a good standard. There is good coverage of all subjects and evidence that opportunities are given for the overlearning/practice of skills within the themes studied. Local contexts are being used and enrichment activities planned e.g. Roman day, space dome experience. Children's work (as seen in their Learning Journeys) is of good quality. Most pupils read widely at home and at school. Pupils in KS 1 are eager to read and use their knowledge of phonics to read unfamiliar words. Older pupils have developed fluency and understanding of what they are reading. Targeted spelling teaching each week, using a range of activities, has led to an increase in spelling attainment in assessments. Regular book monitoring and moderation has shown children are applying learnt rules with more accuracy and that more children are self-editing spellings in KS2. Strategies introduced to improve progress in maths are showing an impact, particularly in girl's performance. There is regular effective teaching of problem solving and reasoning. Further improvements will be evident in outcomes in KS1 and KS2 by July 2020.

For our Pupil Premium (PP) children the in-year data, over a 3 year period, shows an improving picture. Current in-year data for PP children on track across the school show 80% on track for reading, 71% on track in writing and 74% on track in maths. 65% of all PP children are on track in all subjects, with 16% not on track in any subject.

Pupils are ready for their next stage in learning and attain good basic skills. They are also prepared well in many other areas e.g. pupils show respect and consideration for others; they are confident learners who are happy to work well together; there are good opportunities for older pupils to take responsibility in school.

QUALITY OF EDUCATION IMPROVEMENT PLAN 2019/20

Area of development	Intent	Implementation	Monitoring
<p>The revised ACE Curriculum enables pupils to develop detailed skills and knowledge and achieve well.</p>	<ul style="list-style-type: none"> Revised ACE Curriculum: well planned & sequenced, reflecting the local context is in place Review of ACE Assessment system - planning, assessment & teaching tool 	<ul style="list-style-type: none"> The planned curriculum is well structured to enable pupils to build their knowledge and skills Subject content is taught in a logical progression, systematically & explicitly Teachers have expert knowledge of subjects they teach - skills audit of staff to identify areas of development Quality first teaching develops pupils’s understanding to transfer key knowledge to long term memory Assessment is used to check pupils understanding in order to inform teaching/next steps including Early Years subjects Ensure disadvantaged & SEN pupils are given the knowledge and cultural capital they need to succeed Monitoring & evaluation of subjects (and teaching of) by Curriculum teams to ensure new plan is delivered effectively Plan more outside agencies/visitors, activities & visits for curriculum enrichment Use the skills and knowledge of the local community to support subject teaching & learning 	<p>Curriculum Teams (across ACE) each term (x6 in year)</p> <p>↓</p> <p>LMT</p> <p>↓</p> <p>LAB</p>
<p>To continue to develop the quality of teaching of maths particularly problem solving and reasoning.</p>	<ul style="list-style-type: none"> Improve reasoning attainment in all year groups Better retention of mathematical concepts and ability to transfer and apply these in class Close the gap for girls to match boys’ attainment in maths 	<ul style="list-style-type: none"> Regular use of reasoning and problem solving activities built into daily teaching Implement focused interventions/ boosters for pupils Daily mental maths session covering a range of skills Recap, revisit, overlearn and consolidate previous mathematical concepts All staff make effective use of White Rose planning Exposure to test style questions Pupils requiring small group teaching (low attainers) receive same content appropriate to their year group Early intervention for pupils falling behind expected standard Constant awareness of pupil attainment and gaps in learning, especially in highlighted girls 	<p>Maths lead/team:</p> <ul style="list-style-type: none"> *Weekly discussions *Lesson observations *Data analysis termly. *Termly monitoring, weekly intervention if required. *Pupil voice <p>Feedback to LMT</p> <p>↓</p> <p>Trust Board</p>
<p>Reading curriculum develops pupils’ fluency, comprehension, confidence & enjoyment in reading</p>	<ul style="list-style-type: none"> Pupils demonstrate better knowledge of vocabulary, inference and deduction Create opportunities for individual reading, promoting home reading Most pupils are securely meeting end of year expectations in reading objectives 	<ul style="list-style-type: none"> Pupils have access to more challenging texts (whole school) & to be reviewed termly to access impact & interest Use of whole class reading texts following the ACE book list Exposure to test style questions and modelled reading More frequent reading lessons and opportunities to discuss texts Pupils requiring small group teaching (low attainers) receive same content appropriate to their year group Use of volunteers for reading Targeted work from LSAs to build daily reading opportunities Build relationships with parents to monitor home reading Early exposure to Phase 6 letters and sounds for more-able KS1 phonics group Develop KS1 Library area to provide those pupils with easy access to age & ability appropriate books 	<p>Literacy lead/team:</p> <ul style="list-style-type: none"> *Weekly discussions *Lesson observations *Data analysis termly. *Termly monitoring, weekly intervention if required. *Pupil voice <p>Feedback to LMT</p> <p>↓</p> <p>Trust Board</p>

<p>To develop the quality of writing with a focus on spellings</p>	<ul style="list-style-type: none"> • Close the gap between boys' and girls' writing attainment • Pupils are secure with spelling patterns for their year group by end of year • Pupils are able to give developed responses to questions to support writing 	<ul style="list-style-type: none"> • Use of editing to be developed across the key stage • KS2 to ensure a wider variety of writing genres (non-narrative) including poetry • Use of Mantle of the Expert techniques including drama/ speaking and listening activities • AW & PB – deliver CPD on closing the gap strategies (NPQSL/ML projects) • Greater opportunities for talk • Clear high expectation of work • Intervention for pupils with gaps in GPS knowledge • Pupils requiring small group teaching (low attainers) receive same content appropriate to their year group • Modelling of stem sentences 	<p>Literacy lead/team:</p> <ul style="list-style-type: none"> *Weekly discussions *Lesson observations *Data analysis termly. *Termly monitoring, weekly intervention if required. *Pupil voice <p>Feedback to LMT ↓ Trust Board</p>
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<p>Progress to date – reviewed and measured twice a year and pupil information collated at these points.</p>	<p>Spring 2020: Current data for those pupils on track to achieve age related expectations:</p> <table border="1" data-bbox="459 608 1397 855"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y1: 84%</td> <td>Y1: 73%</td> <td>Y1: 80%</td> </tr> <tr> <td>Y2: 64%</td> <td>Y2: 58%</td> <td>Y2: 76%</td> </tr> <tr> <td>Y3: 71%</td> <td>Y3: 55%</td> <td>Y3: 67%</td> </tr> <tr> <td>Y4: 75%</td> <td>Y4: 59%</td> <td>Y4: 73%</td> </tr> <tr> <td>Y5: 68%</td> <td>Y5: 49%</td> <td>Y5: 60%</td> </tr> <tr> <td>Y6: 77%</td> <td>Y6: 66%</td> <td>Y6: 70%</td> </tr> </tbody> </table> <p>Specific year groups and groups of children within each class have been identified as needing to accelerate progress to ensure they reach age related attainment by the end of the year. Core subject leaders have analysed the data and are monitoring this with class teachers.</p> <p>Summer 2020:</p>	Reading	Writing	Maths	Y1: 84%	Y1: 73%	Y1: 80%	Y2: 64%	Y2: 58%	Y2: 76%	Y3: 71%	Y3: 55%	Y3: 67%	Y4: 75%	Y4: 59%	Y4: 73%	Y5: 68%	Y5: 49%	Y5: 60%	Y6: 77%	Y6: 66%	Y6: 70%
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Y6: 77%	Y6: 66%	Y6: 70%																				

Strengths

The behaviour of pupils is good and their attitudes towards learning are good. Pupils treat each other with courtesy and respect. Our Behaviour policy is applied consistently and fairly by all staff. The school is welcoming and friendly. The environment is positive and there is a general sense of happiness and pride at being at Hamstreet. This atmosphere is created by staff, some of whom are long standing, loyal and dedicated members, and pupils who show care for their surroundings. Pupils contribute to the school in many ways - through the pupil council, clubs, performances, sporting activities, assemblies etc. and they are extremely proud of the school and its achievements. Our school values (PROUD – positive, respectful, outstanding, understanding, determined) are on display and are reflected in the behaviour of pupils and staff. All display good attitudes to learning and positive behaviours are encouraged and expected beyond the classroom.

There is a very clear behaviour policy with clear rewards and sanctions in place. Behaviour is discussed regularly and pupils adhere to positive routines. If pupils find it difficult to behave well, the school supports them effectively to improve their behaviour by working with their teacher or FLO/Learning Mentor, alongside support plans and partnership with parents.

Positive behaviour for learning is evidenced in class and pupils' attitudes to learning are highly positive. Pupils are keen to learn, engage with tasks and collaborate well; this is evidenced in lesson observations and learning walks. Incidents of low-level disruption in class are rare. Lessons are also active and engaging, taking into account children's preferred learning styles so maintaining pupil's interest and minimising disruption. Pupils do not disrupt the learning of their peers because there is an expectation that pupils work together well with learning partners. Pupils also value support from their peers. The school's strategies to maintain positive behaviour are fair and transparent and leaders support staff to manage behaviour well. Leaders support new staff to use a positive behaviour strategy and this is monitored during lesson observations.

Pupils demonstrate courtesy and respect for one another and try to ensure that every member of the school community is considered. Older pupils act as positive role models for their younger peers by taking on leadership roles e.g. Play Leaders, Prefects and House Captains. Pupils are respectful; they hold doors open for adults and welcome visitors. Differences and diversity are celebrated; pupils are curious to find out about how others live and what others believe in or celebrate e.g. RE/Cultural week. Pupils support and encourage each other in inter-house competitions and display the same values when representing the school in external sporting events. The school encourages tolerance and respect through the teaching of RE, PHSE, Circle times, anti-bullying strategies and British Values.

The pupils themselves promote a positive respect for learning e.g. the Turtle troupe – caring for the environment and recycling, and the Pupil Council – e-newsletter. The Parent Handbook ensures that all parents know what the expectations of parent behaviour are. Staff ensure that phone calls are made to parents so that they are aware of poor incidents of behaviour. There are Behaviour Management Plans shared with staff and parents for some individuals.

In the playground, pupils play well with each other and appreciate the wide range of outdoor equipment provided for them. Play leaders ensure equipment is used appropriately.

Parents, visitors and members of the public comment on the exemplary behaviour shown by our pupils. This is evident through pupil and parent surveys and verbal and written feedback. Pupils say that they feel very safe in school and their parents (97%) agree with them. Pupils are aware of the different forms that bullying can take but do not view it as a problem in school. 100% of parents say their child is happy at school. Most parents (99%) who responded to our 2019 parent survey said they would recommend the school to others.

There are good established links with external agencies to support the staff with any issues of poor behaviour (arising from a child's individual SEN or situation) e.g. LIFT, Specialist Teaching Service, CAMHS etc.

Attendance is above average, and the school is prompt in checking on the reasons for any absences with daily calls if a parent has not reported an absence. Weekly monitoring is completed by the FLO and any concerns are followed up promptly. Pupils are encouraged to attend regularly and on time. There are reward systems to encourage this and parents are kept well informed throughout the year of their child's attendance figure. Penalty notices are used for poor attenders.

Area of Development	Intent	Implementation	Monitoring
Classroom/ school environment is calm and orderly	<ul style="list-style-type: none"> Consider key elements/ characteristics of effective learning environments All staff support a school climate that is supportive and nurturing 	<ul style="list-style-type: none"> Consider 'Clever Classroom' and other report findings – key elements of effective learning environments and implement where appropriate Characteristics of quality first teaching are observed in all classrooms In KS teams – regular opportunities to share good practice in their classrooms Link to BLP work below 	KS Leaders ↓ LMT ↓ LAB
Improve overall attendance	<ul style="list-style-type: none"> Overall rates of absence reduced term on term Annual attendance figure is close to 97% by July 2020 	<ul style="list-style-type: none"> First day calling for all absentees & all communications with parents entered onto SIMS (audit trail created) All absences recorded as unauthorised until evidence received to confirm medical (or other) reasons Monitor individuals lower than 90% attendance on a weekly basis (report generated by AT) Follow up with individual meetings/conversations with parents if needed (CN) Penalty notices will be issued to families where there has been unauthorised absence of 10 missed sessions in a period of 50 school days Persistent late arrivals to be monitored closely and support offered to improve punctuality Attendance at in-school events (e.g. sporting tournaments) is only open to those pupils with attendance of 95%+ 	A Tadiwala/ C Nudd ↓ EWO (if needed) ↓ Principal
To further develop Building Learning Power	<ul style="list-style-type: none"> To enable pupils to become better learners, in school and out. To enable a high quality of education not just for exam results, but for life – long learning. Pupils to learn how to be tenacious, resourceful, imaginative, logical, self – disciplined, self-aware, collaborative and inquisitive. Encourage pupils to speak 'Learnish' 	Plan lessons that: <ul style="list-style-type: none"> Unlock the Learning Behaviours – all staff to talk the language of learning. Make the 'how' of learning explicit and grow high value learning characteristics. Teachers to use 'The Teachers Palette' of the different aspects that teachers can use to build learning muscles: <ul style="list-style-type: none"> Relating – Being explicit about what learning power is and how it develops. Discuss and promote what makes a good learner, consider what learning we need to develop. Constructing – Arranging activities, challenges and environment so that they consistently support BLP. Make it clear how this learning objective links to learning a skill, what skills have we learnt today? Talking– Using language to support BLP. Encourage pupils to ask questions, teach pupils how to talk about their own learning. Celebrating – Encouraging a collective commitment to learning by showing yourself to be a developing learner (Link to MOE). Think out loud, learn alongside pupils, talk about own learning process. Pupils to be taught about their Learning Powered Mind each term – Resilience, Resourcefulness, Reciprocity, Reflectiveness. Classrooms to: Build strong learning habits – All staff to create a classroom culture that cultivates the habits and attitudes of curious, confident and independent learners.	Vice Principal (HG) *Lesson Observations (Termly drop ins) *Visit PPA phase planning *Pupil Voice – How well can pupils talk about the learning process? *Can our pupils identify what skills they are learning within each subject? ↓ LMT ↓ LAB Monitoring of the classroom environment – Does it reflect the development of BLP? (Termly)

Progress to date:	<p>Spring 2020:</p> <ul style="list-style-type: none">• Current attendance figure: 95.9% (to end Jan 2020).• Current overall attendance of pupil premium group: 93.7%• There is currently one child in Year 6 who is on a part-time timetable and has had 3 fixed term exclusions. He has an EHC plan and additional educational needs.• There have been no permanent exclusions• There were 2 reported racial incidents in 2018/19 <p>Summer 2020:</p>
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PERSONAL DEVELOPMENT – SEF Grade: Good

Strengths
At Hamstreet we work hard to provide a good all round education for all our pupils and to promote the talents and interests of individual children. The school is an exceptionally caring, safe

and nurturing environment where every pupil is known well. Through the curriculum, pupils develop a good understanding of different faiths and cultures and show respect and consideration for others. The spiritual, moral, social and cultural development of our pupils is a strength of the school through the varied planned activities and events across the academic year.

Spiritual

- Annual planned events, weekly assemblies, the RE curriculum and PHSE, where pupils have opportunities to explore values and beliefs. They learn to respect their own feelings and beliefs and those of others.
- Our ACE curriculum allows pupils to reflect on the values and beliefs of others today, in different countries and in different periods of history.
- Guest speakers and visits to places of worship enhance spiritual understanding
- We celebrate significant events and festivals to ensure that pupils have the opportunity to feel special and valued.

Moral

- Pupils have a strong sense of right and wrong which is promoted in assemblies, through our rewards systems and our behaviour policy. Pupils apply these principles and have high expectations of each other.
- Safer Internet Day and Anti Bullying assemblies/special days alongside our ACE Curriculum ensure that pupils have awareness of the risks and dangers of inappropriate use of technology and social networking.
- Promoting attendance and punctuality ensures pupils recognise the importance of being at school.
- Opportunities to support local, national and international charities gives the pupils a chance to help and understand the circumstances of those less fortunate than themselves

Social and Cultural

- A 'House' system with termly cross year group challenges allows the pupils to feel connected and to support each other. There is a healthy sense of competition
- Inter school competitions and events help the pupils get involved in local activities with other schools
- Trips, visits and curriculum days provide wider social and cultural experiences
- Residential visits in Years 5 and 6 for pupils to experience contrasting localities
- British Values are embedded in assemblies and special event days and displays
- Concerts and shows celebrate a variety of cultures
- French and Spanish is taught throughout the school and different languages are on display in classrooms
- Through the curriculum, pupils develop a good understanding of different faiths and cultures and show respect and consideration for others. We follow the Kent Agreed Syllabus (SACRE) plans to ensure we encourage children to learn about different faiths and beliefs. We develop children's enquiry skills so they can research a range of beliefs and religions, considering what is important to them and making links to their own lives.

There are many opportunities for pupils to think about and express their feelings and to reflect on their learning and behaviour. We use strategies from 'Building Learning Power' in all classes to develop pupils' confidence, resilience and independence. Pupils are able to talk clearly about the skills they need to be effective learners. We have recently introduced 'Learnish' as a language for talking about how we learn best as individuals and as a class group.

The pastoral support for all pupils is of a high standard. A fulltime Family Liaison Officer/Learning Mentor works alongside class teachers to support pupils with barriers to their learning, their attendance and addresses concerns or worries; the children know who to talk to and who can help them with whatever issues they may have. Children and parents are prioritised and offered sessions with the FLO to support their individual needs.

Hamstreet is a healthy school and promotes the importance of physical and mental health through our curriculum. Pupils know how to eat healthily, be active and show a good

understanding of healthy relationships. Our popular and regular 'Healthy Schools' days encourage pupils and staff to adopt new ways to be healthy e.g. yoga and mindfulness, developing resilience workshops, growing your own vegetables in class.

Pupils enjoy a wide range of experiences through curriculum days, residential trips, visits, visitors, special days, clubs, sports and music. Our extra-curricular offer is good and take up for opportunities is high. We develop our pupils' character by providing experiences which widen their horizons, are challenging and thought provoking and look to further develop their understanding and interests. There are good opportunities for older pupils to take responsibility in school. The school teaches the pupils how to stay safe (including online safety) and to recognise risks to their wellbeing (stranger danger, drugs and alcohol, relationship education, social media, use of technology).

We prepare our pupils for life in modern Britain and to be active citizens of the future. British values are taught across the curriculum and in our assemblies, alongside our PROUD values. We teach them to show respect for themselves, for others and the school environment (and beyond). We want our pupils to flourish in society, have good social skills and be imaginative and creative and, through the ACE curriculum, our pupils learn the skills and values to do this. We want them to learn with a sense of enjoyment and to leave Hamstreet with confidence, equipped with the social and emotional skills in readiness for secondary school.

PERSONAL DEVELOPMENT IMPROVEMENT PLAN 2019/20			
Area of development	Intent	Implementation	Monitoring
SMSC	<ul style="list-style-type: none"> Promote the consistent 	<ul style="list-style-type: none"> RE & PSHE programmes are included in termly topic plans 	Pupil voice

development	teaching of RE & PSHE <ul style="list-style-type: none"> Developing pupil confidence and knowledge so they can keep themselves mentally healthy 	<ul style="list-style-type: none"> Effective use of RE & PSHE resources Monitor through pupil voice – their understanding of Assemblies regularly focus on mental health Planned Well-being sessions delivered across all year groups – interventions used where greater need is identified for individual pupils Review Mental Health policy Healthy Schools award/criteria – plan activities to implement key elements for this award to achieve gold standard School Sport & Activity action plan – linked to Healthy Schools (aiming for 60 min of physical activity daily) 	↓ LMT ↓ LAB
Prepare pupils for life in modern Britain	<ul style="list-style-type: none"> Promote British values throughout the curriculum 	<ul style="list-style-type: none"> Make discrete links in planning and teaching Giving opportunities for pupils to understand other cultures in GB & around the world through the new ACE curriculum Creating opportunities to further promote the British values Pupil Council to take on support the promotion of British Values e.g. contributions to assemblies, record of relevant events Working with Primary Futures to learn more about the world of work (visitors to school, etc) Working with local community to show pupils that all trades/professions are valued 	KS Leaders ↓ LMT ↓ LAB

Progress to date	Spring 2020: RE and PSHE teaching is linked to themes in our ACE Curriculum. Activities have been planned to promote healthy bodies/healthy minds e.g. resilience workshop, yoga sessions, classes growing vegetables. Summer 2020:
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LEADERSHIP AND MANAGEMENT – SEF Grade: Good

Strengths
 Our vision, policies and practice are coherent and aspirational, and this means practice is consistent across the school.
 Monitoring of all aspects of the school’s work, including teaching and learning, is rigorous. School self-review and development planning, involving all staff, is strong and is used to move the

school forward. There are reliable systems to monitor pupils' progress (PATT). This information is used to identify any underachievement of individuals or groups of pupils and plan short term intervention sessions to support their learning. Teachers work with colleagues internally, across the Trust and in other local schools to review standards and improve teaching. All staff are actively encouraged to develop their expertise and share good practice. Our CPD supports staff to build on their subject and pedagogical knowledge and links with staff appraisal and the school improvement priorities. Our ACE CPD programme provides support, guidance and mentorship for all staff but especially for its newly-appointed members of staff and those taking on new roles within the academy. This supports retention and personal success. A comprehensive NQT training programme is delivered through the ACE partnership. Leaders have identified best practice throughout the school/ACE and ensure that this is shared as appropriate. Effective support and/or challenge are provided if teachers require improvement. Coaching/mentoring partnerships have been created to support staff in their development. External support and evaluation has also been obtained both through local schools and commercial providers.

The leadership structure is designed to support the development of high quality teaching and learning by involving staff at all levels. Staff are deployed in Curriculum Teams which are led by senior leaders and are based around curriculum areas of learning.

Leaders engage effectively with staff by holding regular meetings, listening to staff opinions and ideas and also teaching regularly in class so that leaders have a realistic perspective of the school and are willing to make changes in order to make effective progress in all areas. Leaders respond to workload issues by listening to staff views, being flexible in approach and scrutinising our systems to monitor impact so that unnecessary procedures are not retained for the sake of it. The well-being of all staff is a priority, with well-being events / meetings planned and organised each term. A new Benefits and Rewards policy was introduced in 2019 following consultation with staff across the Trust. This has been warmly welcomed by all staff. A new Benefits and Rewards policy was introduced in 2019 following consultation with staff across the Trust. This has been warmly welcomed by all staff.

We focus closely on the progress of pupils eligible for pupil premium funding. With the support of Trustees, we evaluate the impact of additional funding on teaching, interventions and pupils' progress. Provision includes employing extra staff (who provide support for eligible pupils) and additional resources to raise attainment. Disadvantaged pupils also receive support to access extra-curricular activities, visits, residentials and with the cost of school uniform. The school uses the sport premium funding effectively and provides a wider range of activities for pupils. This has contributed to a raised profile of sport and has seen an increase in pupil participation in after-school sport clubs. Part of this funding is used to employ a sports coach who works directly with pupils and supports CPD for staff. Pupils with special educational needs and/or disabilities are well supported. We work closely with external agencies to meet pupils' needs, in particular for pupils who have social and emotional needs.

We work closely with Christ Church University to support teachers and provide placements in training on PGCE/ BA/Ed and School Direct routes and provide work experience opportunities through links with local secondary schools and colleges. We also employ apprentices most years.

Trustees understand the vision for the school and work strategically with school leaders. Trustees help manage resources effectively by having a good working knowledge of the school through regular review and asking challenging questions. Trustees bring a range of skills, which they use to good effect in carrying out their roles. The Trust Board are aware of the school's strengths and the areas to develop further. They scrutinise the information about pupils' progress and question senior staff carefully. They ensure that the school's finances are managed efficiently. The Local Advisory Board members and Trustees visit the school regularly and complete reports on their areas of focus. In addition to providing challenge, they also support the school through attendance at key events.

Safeguarding is effective and there is a strong culture of safeguarding. Arrangements fully meet statutory requirements. Our processes to identify needs and support pupils are robust and are well understood by all staff. There are rigorous checks, systems, records and routines to keep pupils safe. All staff undertake a full programme of regular training, from e-safety to safeguarding practices. Staff understand their responsibilities and recognise that safeguarding is everyone's responsibility. Documentation on vulnerable pupils is thorough and well maintained. We help pupils to deal with issues that affect their social, emotional and physical wellbeing. Leaders engage with a variety of agencies to ensure that adequate support is provided for these pupils and their families or in-house support is offered through our FLO/Learning Mentor. As a result of a curriculum matched to their wider needs, pupils talk confidently about how to stay safe online and how to react and report situations where their safety may be threatened. Safer recruitment procedures are also followed rigorously.

LEADERSHIP AND MANAGEMENT IMPROVEMENT PLAN 2019/20

Area of development	Intent	Implementation	Monitoring
CPD programme planned (focussing on quality of teaching & learning and the curriculum) to enhance staff skills & knowledge	<ul style="list-style-type: none"> Develop curriculum leadership skills of subject leaders to enable them to be effective in their role Ensure quality of teaching & learning is consistently good or better in all classes Developing individual staff confidence in specific subject areas 	<ul style="list-style-type: none"> Staff skills audit identifies individual areas for development Plan CPD programme arising from identified need (planned by JMc) – using the expertise of leaders in ACE Using research findings to impact on successful practice e.g. EEF projects External support for developing leadership role (Ruth Swailes) Collaborative working across the Trust Curriculum Teams audit/review of their leadership role in developing specific subject areas Expectation that each subject team devises an action plan in light of the above Coaching method used to support subject leaders in their leadership role Ensure shared leadership model is fully implemented to distribute responsibility across all staff Following Monitoring Reviews of quality of teaching & learning of new curriculum (Early Years subjects) – support & coaching provided if this is less than good Staff survey at end of year to re-assess development & confidence 	LMT ↓ Principals ↓ Trust Board
New assessment system used effectively and appropriately	<ul style="list-style-type: none"> New Assessment system (PAT) used effectively as a planning, assessment & teaching tool Reduce teacher workload 	<ul style="list-style-type: none"> PAT introduced & information recorded regularly by all teachers Effectively used as a planning/assessment tool to identify ‘gaps’ in teaching & learning Leaders use information for reviewing progress and attainment of all years/groups Inputting information in one place for multi-purpose use 	Russell Marsh ↓ LMT ↓ Trustees
Leaders monitor staff wellbeing & workload to ensure it is appropriate	<ul style="list-style-type: none"> Monitor the workload and wellbeing of staff to ensure it is appropriate whilst still delivering a high quality education Provide opportunities to support staff wellbeing 	<ul style="list-style-type: none"> New ACE Benefit & Rewards policy Wellbeing programme for the year planned Using research findings to impact on successful practice e.g. EEF projects Staff development interviews Staff surveys & working parties (working with Trustees) 	LMT ↓ Principals ↓ Trust Board
Ensure that there is consistency in and understanding of inclusive practices and shared values	<ul style="list-style-type: none"> Leaders and staff at all levels are consistent, display high expectations, apply all practices consistently & fairly 	<ul style="list-style-type: none"> Raising staff awareness through planned CPD Ensure procedures for challenging behaviour are followed through consistently For low attainers to receive small-group teaching that covers the same content as other pupils, rather than using catch-up interventions Ensure LSAs are impacting on holistic child development. Class staff applying recommendations made from external agencies 	Regular review at LMT Observation Provision Map review

Progress to date:	<p>Spring 2020:</p> <p>External adviser has supported leader’s actions and helped identify areas for development. All leaders have been involved in curriculum development. Staff CPD audit has been completed and training issues addressed where possible.</p> <p>PATT is used effectively to plan next steps, to analyse success and identify those pupils/groups needing extra intervention or support.</p> <p>Summer 2020:</p>
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Strengths

Intent

Our curriculum for Early Years (EY) is detailed, ambitious and planned to inspire our youngest learners. Phonics, reading, oracy and early maths are prioritised in the EY curriculum as well as pupil's social and emotional wellbeing. Reading and a love of books is integral to our EY practice. Leaders and staff recognise the importance of early reading and phonics so the curriculum is strongly focused on these areas. Our EYFS curriculum is flexible and adaptable and makes great use of our outdoor environment. We ensure there are no limits to our pupil's achievement by ensuring that individual pupils are challenged and engaged. The curriculum is planned and sequenced so that next steps in learning are clear in all activities whether adult or pupil led. The EY curriculum is based around key skills that pupils need to acquire whilst the content is based around what interests the pupils – this leads well into the Year 1 curriculum.

The curriculum is adapted to meet the needs of all pupils including those with SEND and those who are disadvantaged so that they make good progress. Individual needs are identified as early as possible and parents are invited to discuss these needs so that they are involved in their child's education from early on. Provision is adapted as necessary as the year progresses with external agencies becoming involved if required. We firmly believe that early intervention is crucial to ensure every child succeeds to the best of their ability regardless of their needs. Examples of these interventions include Fizzy and (something) hands to support poor gross and fine motor skills, sensory circuits, speech and language support and Lego therapy. The impact of these interventions is monitored closely to ensure that if they are not working they can be changed without wasting time and resources.

For our pupil premium children, individual needs are addressed through termly action plans. These children are offered daily reading sessions and small group focus learning to boost their knowledge, skills and confidence across reading, writing and maths. A recent addition to these plans is a focus to improve their attitude to learning and support them to become stronger, more independent learners. This is linked to our 'Can you speak learnish?' improvement plan focus. Pupil Premium Children who are working at age related expectation are encouraged to work in the more able groups to accelerate their learning and provide excellent role models for attitudes to learning.

Implementation

Some children enter our school with knowledge and skills below those typically found for their age, particularly in speech and language, but from their starting points, all pupils make good progress across all areas of learning. As a result of teachers' high expectations, a good proportion of pupils reach a good level of development. Our EY curriculum is broad and balanced across the seven areas of learning and provides many opportunities for outdoor learning. Most pupils achieve the early learning goals.

EY staff work well as a team to monitor pupil's progress and identify and plan next steps. Teachers assess pupils learning continually so that next steps for learning can be planned for. Staff ensure that accessible and engaging activities are made available to promote child-initiated learning. Learning engages pupils by being varied and very practical. The children have high levels of concentration because activities are engaging.

Reading and phonics are well taught. Books are shared with pupils every day and they have free access to books at all times. Book areas are attractive and well resourced. Staff read to pupils regularly so that they develop a love of learning and pupils listen and comprehend well. Pupils acquire a wide vocabulary through the meaningful interactions with staff. Phonics is taught through the Letters and Sounds programme and pupils progress and attain well. The teaching of phonics is consistently well planned, with a high level of challenge. As a result, pupils are able to sound out and write words.

We develop communication well through effective interaction of staff with children and by staff giving clear explanations. Good communication is also developed with many opportunities provided to sing, play and explore.

Early maths teaching is also strong and encourages children to be confident when working on concrete, practical activities.

Children move confidently between classrooms and outdoor areas, enabling them to learn through a variety of well-planned activities. Resources match the curriculum intention and each area of learning has a wide variety of resources that can be changed as needed. Our curriculum gives children the skills they need to do well in future learning and prepares them for KS1. Staff adapt learning well for pupils with SEND and regularly liaise with outside agencies to better meet the pupil's needs. This personalised focus ensures that these pupils make strong progress from their starting points.

Children are emotionally secure. They are resilient because the staff work well to provide activities that include some challenge and risk and pupils are encouraged not to give up. Pupils develop well physically, socially and personally. Empathy is a skill that is developed. They develop self-belief with the help of the positive adult role models around them. Children also understand how to be physically and mentally healthy through circle times, books and adult led activities.

Pupils are taught to manage their own behaviour. They are supported to share and cooperate well. They are helped to develop a sense of right and wrong through stories, role play and discussion.

Staff work hard to involve parents in their children’s learning and assessment. This engagement of parents through meetings, workshops and discussions enables them to contribute to their child’s progress.

Impact

Our youngest pupils are motivated and eager learners; they respect each other and they are curious whilst enjoying learning and have fun whilst playing and exploring. They are active learners and have many opportunities to think creatively. They are able to share and co-operate with one another. The majority can demonstrate elements of resilience and self-assessment in different situations. The majority of pupils are independent and self-reliant. Our EY curriculum gives pupils the skills they need to do well in future learning and prepares them for KS1. The pupils leave Early Years as ‘school ready’ and smoothly transition to Year 1.

The majority of pupils are very clear in regard to the school rules, being polite and courteous, respectful and kind. They know right from wrong.

QUALITY OF EDUCATION IN EARLY YEARS IMPROVEMENT PLAN 2019/2020

Area of development	Intent	Implementation	Monitoring
<p>Making Relationships – pupils are happy to come to school, develop strong relationships with adults & peers and feel a strong sense of community</p>	<ul style="list-style-type: none"> Well rounded pupils who are tolerant of others, understand that other pupils like different things. Understand other pupils’s feelings and that their actions can affect others. To instil a sense of community. 	<p>Small group – social groups Social Stories Class Rules</p> <p>Group times focussing on all areas of PSED. High expectations Rules and Routines Consistency between all members of staff</p> <p>The pupils are encouraged to look after each other and follow rules.</p>	<p>EY Leader/SENCO</p> <p>↓</p> <p>LMT</p> <p>↓</p> <p>LAB</p>
<p>Managing Feelings & Behaviour – pupils manage their behaviour & emotions effectively and follow rules willingly.</p>	<ul style="list-style-type: none"> To ensure that the well-being of all pupils is high. Pupils begin to understand their emotions and develop strategies around how to manage them effectively. Pupils enjoy writing - they are confident to ‘Give it a go’ and are happy to make mistakes. 	<p>Meeting sensory needs</p> <p>Mindfulness programme</p> <p>Forest School</p> <p>Well-being sessions</p> <p>Nurture Groups - Targeted</p>	<p>EY team/SENCO</p> <p>↓</p> <p>LMT</p> <p>↓</p> <p>LAB</p>

<p>Writing & Physical – pupils to be motivated to write, can manipulate a pencil & write a legible sentence</p>	<ul style="list-style-type: none"> • To have a strong and effective pencil grip with strong fine motor skills. • To have good gross motor skills, balance and co-ordination. 	<p>Follow the pupils’s interests. Attitudes to learning are good and interest levels high. BLP</p> <p>Introduce more focussed child initiated writing both indoors and out that meet the pupils’s interests.</p> <p>Daily fizzy activities for all pupils. Weekly Write Dance & TTT</p>	<p>EY Leader</p> <p>↓</p> <p>LMT</p> <p>↓</p> <p>LAB</p>
<p>Listening & Attention – pupils to complete an adult initiated task independently and follow instructions to completion.</p>	<p>Pupils to be able to focus on a variety of activities for short periods of time.</p>	<p>Lego therapy Daily sensory circuits Speech and Language Groups Mindfulness Yoga</p>	<p>EY Leader/SENCO</p> <p>↓</p> <p>LMT</p> <p>↓</p> <p>LAB</p>

<p>Progress to date:</p>	<p>Spring 2020:</p> <p>Behaviour is good.</p> <p>Children enjoy the focus on well-being and understand the benefits of them; Forest School is very popular.</p> <p>Ensuring that writing is a ‘no-stress’ environment ensures children are willing and eager to have a go at writing. Message centres are a big success.</p> <p>Summer 2020:</p>
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OVERALL EFFECTIVENESS – Good

Teaching and learning is good or better. This is rigorously monitored by an effective senior leadership team that is underpinned by an effective annual review programme. The school focusses on ensuring that there are high expectations for all pupils and a consistent application of assessment for learning strategies to accelerate progress. The strong leadership team drive the academy forward and ensure that strategies are in place to support further improvements. Leaders and Trustees monitor the implementation of academy policies to ensure that all learners achieve their full potential. These policies are promoted in all areas of school life and underpin the curriculum. All statutory policies are in place.

The learning and welfare of every pupil is considered the collective responsibility of all staff and is taken very seriously. The majority of pupils demonstrate exemplary attitudes to learning, supporting each other, co-operating well together and showing high levels of concentration and engagement in their tasks. They are proud of their achievements and of their school. Similarly, the welfare and professional development of all staff is also prioritised. There is a comprehensive programme of training and development opportunities on offer. Staff take time to develop a deep knowledge and understanding of all pupils, particularly those who are vulnerable, working hard to support their learning and foster positive relationships with their families.

Safeguarding is a priority and the school is able to demonstrate sound evidence of good practice for child protection, behaviour improvement, attendance and health and safety.

Pupils are taught a broad and interesting range of subjects and topics, supported by the offer of a wide range of extra-curricular clubs and activities. Residential visits boost pupils' environmental awareness and enhance their personal skills. The school has strong links with the local community and successfully broadens cultural knowledge with visits and trips.

Equal opportunities are rigorously promoted. No pupil, regardless of background or need, is denied access to anything the school has to offer.

Regular meetings between Trustees, Local Advisory Board members and staff impact positively on the ability to monitor the overall quality of the school's performance. Trustees have a deep and extensive evidence-based knowledge about how the school is performing and use their range of skills to support in many different ways. The academy provides good value for money and financial decisions are informed by the improvement plan.

Evidence from pupils, staff, parents and visitor feedback support our belief that the spiritual, moral, social and cultural development of the pupils is excellent. The school is a very happy community and actively seeks to create a sense of belonging where relationships at all levels are highly positive and respectful. We also actively seek opportunities to raise awareness of cultural differences and celebrate diversity.

The staff, pupils, parents and Trustees are fully committed to making our school a 'PROUD' place. We are ambitious and provide a very good quality of education for all our pupils.