

**‘Work with all your heart
as working for the Lord’**



**School Self Evaluation 2022
Gargrave Church of England Primary School
Neville Road
Gargrave
BD23 3RE**

We believe Gargrave CE VC Primary is a good school
Head Teacher: Mrs Sarah Peel
Chair of Governors: Mrs Jane Ellis

Updated October 2022

Our broad balanced curriculum is at the heart of our children's education, including supporting their personal development, health and well-being. We ensure children know how to keep safe in the modern world, particularly the ever-changing technological impact on social behaviour and work. We have a strong safeguarding culture that permeates all areas of school life.

We promote Love, Peace and Hope throughout our school community.

We foster children's confidence as learners to engage with our curriculum through challenge and growth mindsets to prepare our children as active participants.

Fluency and automaticity ensure children have the ability to "draw on" remembered knowledge and this is the key building block that broadens our children's horizons.

It is only by providing a well-planned systematic curriculum that we ensure all our children receive a high-quality education.

School Context

- There are 97 pupils on roll. They are organised into 5 classes; Apple class EYFS, Ash class year 1 and 2, Willow class year 3 and year 4, Sycamore class year 5 and Oak class year 6. There are 16 pupils on the SEN register (16%), including 4 with EHCPs. There are 19 pupil premium pupils (19%).
- School run 'Triangle Club', from 7:30am until school and after school until 6pm every day. This resource allows parents access to additional care beyond the school day. School target pupils for extra time for supported homework.
- Attendance up to 2022 is 95.07% lower than the previous year. There have been nine fixed-term exclusion in the last year, involving two pupils. Pupil premium attendance is 91.3% July 2022 this is a focus for the pupil premium strategy. Relationships across the school are good, pupils support each other, staff support each other and there are positive interactions.
- Governors have set the strategic direction for the school, formulating the summary and plan with staff and governors. Governors are active within the school, and support and challenge the work within. This is evident from walking around school and visitors comment on this. Governors monitor the work of the school; they review progress towards improvement priorities.

REVIEW OF PERFORMANCE

Summary 2021/22

OFSTED in September 2021 acknowledged the progress the school had made since the last inspection.

What is it like to attend this school? Leaders and governors are determined that every child at Gargrave Church of England Voluntary Controlled Primary School will flourish. They want to 'open doors and expand horizons'. Pupils are confident in what they can achieve. This is because the curriculum is well designed. Leaders know the school well and are doing the right things to make it even better.

The school motto, 'work with all your heart', can be seen in action in lessons. Pupils have a thirst for knowledge. They are keen to talk about what they know. This is because teachers' strong subject knowledge makes lessons interesting.

Pupils feel comfortable and safe because the adults take good care of them. They follow the kind example set by adults. There is very little bullying or name-calling. When this does happen, it is soon resolved. Pupils make the most of the wonderful outdoor environment. They play happily together at breaktimes and make sure that no one is sad or on their own. Pupils enjoyed remote learning events, such as the 'screen free' and mindfulness days. They are very happy that some clubs, such as gardening and sport, have been reintroduced this half term.

What does the school do well and what does it need to do better? Leaders and governors have significantly improved the quality of education since the previous inspection. Staff benefit from effective training. They value the support provided by leaders. Leaders have provided the right resources to support the curriculum. Younger pupils get off to a flying start in reading. Teachers help pupils to develop their phonics knowledge quickly. Teachers match reading books to the sounds that pupils already know. This helps pupils to read confidently. Teachers check that pupils keep up and swiftly help if they fall behind. Reading is a high priority in school. A wide variety of high-quality texts enhance pupils' learning and enjoyment. Leaders make sure that reading for pleasure happens every day. As a result, pupils are gaining a wide range of vocabulary and knowledge of the world.

The mathematics curriculum is well planned. Teachers ensure that mathematical knowledge builds on prior learning. This is helping pupils to become confident in their understanding of mathematics. Teachers use resources well to support learning.

Staff have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils enjoy the challenging curriculum. They make comments such as 'Teachers never give us the answer, we always have to work it out.' Teachers check pupils' work in lessons. This helps them to sort out misconceptions immediately.

Leaders have made sure that carefully sequenced plans are in place across the wider curriculum. This helps teachers to plan lessons that build on what pupils already know. Leaders have begun to identify the smaller building blocks of specific knowledge they want pupils to learn. Strategies to help pupils learn and remember more are built into lessons. This is already having an impact. For example, in geography, pupils are able to recall important facts about volcanoes. They understand why some

volcanoes are explosive, using vocabulary such as vent, magma chamber and tectonic plates. However, these approaches are not consistently in place in all subjects.

After only two weeks of school, children in the Reception class are confident to explore the environment with their new friends. Teachers use assessment well to find out what children already know and can do. This helps them to plan the curriculum. They take account of what children need to know and remember. This helps children get off to a good start when they move into Year 1. However, the early years curriculum is less well developed in mathematics. Leaders have identified this as a priority for improvement.

The leader for SEND makes sure that staff, parents and carers are involved in identifying pupils who need extra help. The needs of pupils with SEND are identified early and the right support is put in place. This helps pupils to benefit from an ambitious curriculum. The school has links with local high schools, colleges and business. This provides opportunities for pupils to experience science, technology, engineering and maths activities. The school values its place in the local community. Pupils have enjoyed visiting the local library. Some pupils have played dominoes with the residents of the local care home. Many pupils have had their artwork displayed at the village art exhibition. Pupils are kind and helpful towards each other. One pupil described the school as 'harmonious'. The Year 6 pupils have just become anti-bullying ambassadors. They are excited about taking on this important role. Pupils enjoy coming to school. As a result, attendance is high.

Priorities 2021-2022

- Safeguarding: reviews of anti-bullying and behaviour policies. Creation of nurture space, called The Nest allowed vulnerable pupils the space to explore and acknowledge their emotions
- Reading: Monitoring by English Hub showed fidelity to approach however Y1 data below national but in-year progress improved.
- Maths – EYFS: Maths Mastery project (White Rose maths Hub) provided intense training and work alongside professionals in class to improve the wider mathematics curriculum including through books. Attainment in EYFS improved as a result.
- SEND: Significant high needs of several pupils led to SENCO having to rapidly work with professionals and families to plan-do-review cycles. This has led to 3 EHCP's submitted in addition to those already in school. As a result, individual needs have had significant adjustment to provision including additional staffing.
- Sequencing of wider curriculum: Review of RE curriculum has taken place and units are now in the blocked cycles. Subject leaders have provided support across the curriculum.

NEXT STEPS 2022/2023

Quality of Education – A diverse curriculum that engages, excites and builds knowledge so that all pupils flourish (SIP – Priority 1)

This year we have focused on embedding our validated Systematic Synthetic Phonics Programme, Little Wandle. All teachers and teaching assistants have received the programme's supporting CPD on implementation of the phonics programme and our follow up leadership meetings have focused on ensuring the teaching of phonics has full fidelity to the programme. This year we will continue to deepen our teaching of phonics in early reading and particularly focus on ensuring the lowest 20% are more consistent in their knowledge of phonics and have greater fluency than in previous years. There are new staff, and leader, so ensuring fidelity and priority is essential.

This will be aligned to our focus on improving the reading for the lowest 20% of pupils across the school including Pupil Premium and SEND. We shall continue to promote reading for fluency and reading for pleasure. We shall create a dedicated library space accessible throughout the day.

Evaluation of writing across the school has confirmed the major challenge faced during this school year has been addressing significant gaps in pupils writing as a result of Covid. There is a sequenced and systematic curriculum in place, but we need to further improve the consistency of building grammar, punctuation and spelling throughout the school. We need more carefully planned deliberate practice to ensure the development of pupils' fluency. Writing will be developed through re-visiting the training from Phillip Webb and greater use of Pobble resources to set expected standards for year groups. Handwriting is a strength but pupils find formatting and writing sentences challenging. Pupils need to develop stamina for writing.

There is a systematic curriculum for all foundation subjects that follows a progression model starting from early years. Each subjects' intended curriculum is taught with fidelity to the school's agreed planning in ordered small steps. The school's priority now is to improve the consistency of pupils' retention of each subject's endpoints. This will require teachers and pupils to be more explicit about their intended learning, endpoints and ensure connected knowledge is linked within and between different subjects. Subject leaders have also identified specific improvement priorities for each subject with history being the priority.

Monitoring shows that while teachers know their responsibility to teach every pupil, including those with SEND. Some staff need support to plan- do- review provision in a timely manner.

Leadership time, especially for monitoring and delivery of the core subjects is important. Priority being SEND and English.

Behaviour and wellbeing- A safe and nurturing environment that allows all members of our school community pupils to develop and work in a supportive, collaborative way
(SIP – Priority 2)

Analysis of behaviour record/logs highlighted that during last year there has been an increase in exclusions and the number of incidents of poor behaviour has involved a small number of pupils. These are the result of social, emotional and mental health needs and this % of need is higher than LA and national percentages. We have created a nurture space in school, The Nest. Now the zones of regulation need introducing to all classes and all pupils.

New staff need training in positive behaviour management.

The school behaviour policy needs reviewing in light of new DfE guidance.

Playtimes are a challenge for some of our pupils and the school is looking at innovative ways to entertain the pupils. This includes the use of a music area and a library for quieter times.

Bullying log shows that last year there were 6 incidents which were tracked. Discriminatory bullying of this nature is always challenged as we know this can have a long term effect. As a result we are working with Year 6 ambassadors to lead work peer support throughout the school on anti-bullying. We are also promoting positive images of groups within school in lessons and worship. Behaviour tracking over the year improved in the summer term with fewer R3 and exclusions. This was the result of adjustments to provision including staffing.

Attendance rates have been lower last year with the number of persistent absentees increasing (11 pupils). These pupils are often pupil premium. Teachers, leaders, business manager and governors to work closely to address poor attendance. Attendance for SEND pupils was more variable with 93%.

Our new systematic curriculum providing regular deliberate practice in small steps has begun to further improve our pupils' attitudes to learning. Some pupils are less distracted and more focused on their learning and this is also fostering their confidence and independence during lessons.

The school has a strong safeguarding culture and all staff and Governors adopt an 'it could happen here approach'. Leaders ensure that all staff and Governor training is up to date and that all safeguarding systems and procedures are embedded and understood by all, including pupils. As a result of this pupils and staff know how to report and share concerns regarding all aspects of safeguarding, including online safety and sexual harassment and mechanisms are in place to ensure that when any incidents do arise, they are followed up effectively. There will be a review of the internet safety policy to ensure it is up-to-date.

We will make pupil discussions and vulnerable lists the priority in initial staff meetings.

Engagement and Partnerships: A strong alliance between school, parents and the wider community
(SIP – Priority 3)

Gargrave School ran a wide variety of after-school activities for all ages and there is a desire from the community to resume these. The school will seek to internal and external resource to deliver a variety of activities.

Parents told us that they would like more workshop events to guide them. This will start with monthly informal drop-ins. Focus to be around the curriculum, starting with phonics, transition to secondary, emotional well-being including the use of The Nest and being safe on the internet.

In school parent's meetings will resume as parents told us they preferred that methods rather than on-line ones.

We shall look at our curriculum and seek links which will enhance knowledge for the pupils. This includes links with the church and beyond.

Celebrating all the school does is essential for all involved, pupils, families, governors and community. Getting positive messages out is essential. Greater use of social media and also reviewing systems.

Last year parents told us these ideas: Ideas suggested include:

- Proactive consistent approach to mental health and well-being
- Local walks- linked to curriculum- walk up Sharphaw for the older pupils
- Greater opportunities for Outdoor learning
- More after-school activities
- Focus group for parents.
- Review behaviour policy and communicate with parents

Parents told us these are the things you are pleased with:

- Dedication of teachers for preparation for SAT's
- School visits: residential, London visit, hard work and care.
- Additional PE activities
- Mixing with older pupils
- The Nest (Thrive room), buddy system