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| **BRADSHAW HALL PRIMARY SCHOOL ‘One Voice’ Self Evaluation Executive Form (S.E.E.F.) Date: 2021-22** | |
| **School Context**  Bradshaw Hall Primary School is a larger than average primary school, with 463 children on roll (July 2021), serving a mixed residential area of Stockport. In the headteacher’s tenure, school has grown from a separate infant and junior school; amalgamated and overseen a local school closure and as of September 2013 grown to 2 form of entry.  Pupils are taught in parallel from Year 1 to Year 6 (12 classes). School is over-subscribed and takes around 30% of children from beyond its own catchment area.  There are three classes in EYFS, nursery (40 places: 20 beginning and 20 children at the end of the week) offering 15 and 30 hour provision and two reception classes.  School hosts a Speech and Language Resource Base, supporting 15 children from across the Authority.  *FSM numbers are 58 (15%.)* This profile for Bradshaw Hall differs greatly from other schools in Cheadle Hulme (local cluster group), with a greater number of children from FSM, EAL and BME due to the diverse catchment.  Attainment on entry is broadly average, sometimes lower, although cohorts vary, year on year, reflecting the C&L/EAL/FSM profile of that particular cohort. The diverse catchment provides school’s greatest challenge. School intake comes from 14 different settings. There is an increase in complexity of children’s needs.  There are 58 children on SEN support, 15 with EHCPs throughout school.  The number of children, who are transient in the SPLC, affect data statistics, particularly in reception, Year 1 and Year 2. | |
| **Previous Inspection Judgement 2: Good: 25 April 2017** | **Last Inspection Areas for Improvement (AFI)**   1. To raise standards in mathematics in key stage 2. 2. Ensure work is always challenging enough for the most able pupils. |
| **Historic Key Lines of Enquiry from 2017** | 1. Raising attainment and progress of SEN and PPG children. 2. Raising the attainment of GPS and progress measures in maths. 3. Providing a new Curriculum vision to support all including the most able. |

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| **OVERALL EFFECTIVENESS** |
| **Overall judgement is at least GOOD because:**   * Standards of attainment and progress on exit at KS2 are above national trend since 2019 and beyond. There is a strong improving trend. * The quality of education; learning, teaching and the curriculum is a school strength. * The effectiveness of the EYFS and SPLC resource base is good. * All other key judgements are **at least** good. * Safeguarding is effective. |

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| **Impact: Outcomes for pupils linked to IDSR (Data 2019 Appendix 1)** |
| **SEND**  Progress measures in 2019 KS2: +3.2 in maths, +2.8 in reading   * SEND children are exceptionally well catered for. It is led by a highly trained and experienced non-contact Assistant Headteacher. * TA training programme- maximising the impact of TAs programme- increasing independence of children. * Intervention programmes redefined and making a significant impact. * Key skills of arithmetic, GPS has led to improved outcomes for this group at KS2. |
| **PPG**  Progress measures for maths and reading were higher than non-PPG children. Sig+ against national trend.   * TA training programme- greater understanding of data and planning, questioning techniques to support identified children (evidence trail). * PPG made accelerated progress from KS1 to KS2 in 2018 and 2019. * Targeted support and intervention. * Extra-curricular provision (evidence music, PE, Enrichment activities). * PPG report 2022 published to website. |
| **More Able**   * Progress measures for previous high attainers of reading at KS2 was -1.7 (line of enquiry in reading), +2.3 in writing, +1.1 in maths. * Renewed reading discovery initiative is having a significant impact at KS2. * Bespoke personalised pathways provided for children, particularly in writing to write across genres with real audience and purpose. * Forging greater links to the curriculum- exploring opportunities for reading and writing for wider audiences and purposes. |
| **Gender**   * Boys outperform girls in 2019. This line of enquiry has been considered. |
| **IMPACT OUTCOMES. Internal Data reveals:** |
| Since the last inspection there is an improving trend in both attainment and progress at the end of KS2, including 2020 when the SATS were cancelled. Projections published in Headteacher Governor report Autumn 2019 projected the strongest cohort for attainment and progress over this period. The trend continues with the current Year 6 cohort 2021-22 reported in the Headteacher Report to Governors in November 2021.   |  |  |  |  | | --- | --- | --- | --- | | Year 6 | Attainment 21-22 (exceeding) | Attainment 2019 (exceeding) | National 2019 (exceeding) | | Reading | 93% (44%) | 87% (28%) | 73% (28%) | | Writing | 92% (28%) | 89% (33%) | 78% (20%) | | Maths | 93% (43%) | 93% (33%) | 79% (23%) |   Above data gleaned from pupil progress meeting with AI, CM and CB in November 2021.  There are profiled discussions around raising exceeding for writing to be more in line with reading and maths. |

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| **QUALITY OF EDUCATION** |
| **Overall Judgement Effectiveness is at least GOOD because:**   * Curriculum development is a strength of the school. * Subject leaders are now driving standards because they share the ambition and have been supported by a dynamic SLT. * Models of excellence in subject areas and greater consistency of approach is leading to improved outcomes for children. * Standards of attainment and progress at KS2 exit are above national trend since 2019 and beyond. There is a 5 year improving trend. |

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| **Intent and Ambition: Key Strengths. This section should be read in conjunction with ‘The Bradshaw Hall Curriculum Design Document.’** |
| * An ambitious curriculum is meeting the needs of all learners. It is having a real impact on disadvantaged and SEND children. It fully meets the demands of, and is planned around the national curriculum. It drives the school’s aims of: Successful Learners, Confident Individuals and Responsible Citizenship. * There is a common understanding from subject leaders of the school’s curriculum intent and what it means for their practice. * The spine of the curriculum is well planned and sequenced. Subjects have their own identity and interconnect well to provide further motivation and understanding for children. * An innovative and passionate SLT drive the intent and ambition of the curriculum. The headteacher works for the Authority providing support for a school with OFSTED notice to improve. Staff are involved with outworking their practice across the Authority. * Time and professional development have been provided for staff for collective discussion, visioning and planning; considering staff work/life balance agenda. |
| **Implementation and Purpose: Key Strengths:** |
| * Staff have developed bespoke core schema/booklets/planning/schemes of work supporting their own subject knowledge, to ensure key knowledge and skills are taught in a planned and logically sequenced manner. Staff’s secure subject knowledge and planning, sequencing of subjects and lessons is aimed at reducing cognitive load for children. * SLT and subject leaders have developed bespoke models of learning and teaching that are revised and adapted. These models ensure a collegiate approach of high expectation. Metacognition, sequencing, learning, scaffolding, support is inherent within the Bradshaw Hall models of learning. * High quality CPD portfolio and specialist consultants support school’s strive for excellence. * Over each subject study unit, learning and teaching is planned and delivered so children acquire the skills and knowledge accumulatively. Children have opportunities to apply and integrate their knowledge in different ways. * Assessments are used to check understanding and inform future planning. * The curriculum offers both challenge and motivation. * There is a defined vocabulary use policy implemented across school. * An evolving Assessment for Learning and feedback policy is employed; assessment and feedback strategies inherent within children’s learning process and teacher’s planning. As a result, progress can be evidenced more clearly in books and more consistently through year groups. * Teaching is dynamically adapted from assessment; misconception is picked up early; mastery is built into models. As a result, teachers have high expectation for all. * Teaching of key skills, previously an area of development, is a developing strength in school; Grammar, Punctuation and Spelling and Arithmetic.   Music is supported by a 0.8 FT music specialist, PE is enhanced by specialist coaches.  **Each subject area has:**   * A curriculum map planned and sequenced so that new knowledge and skills are built on what has happened previously. * An overview of subject for the whole school and by year group. * A subject policy and learning and teaching model in place ensuring consistency and expectancy. There are PowerPoint presentations outlining the integrity of each subject * An allocation on the monitoring schedule. * Evidence on the website (overview of subject, models and policies etc.). * Progression maps. * Vocabulary lists and progression. * Schemes of work for each year group. * 2021 data entry for each child by year group. |
| **Impact, self-review and improvement: Key Strengths:** |
| * The curriculum is having a significant impact on reducing children’s cognitive load. Subject leaders report children know more and remember more. * The wider curriculum is having an impact on standards in the core areas for all groups of children. * Children are extremely well prepared for their next stage of learning- socially, morally, culturally and educationally. * Subject leaders and SLT monitor and evaluate the curriculum through regular book flicks; triangulating book looks with pupil voice and classroom observations. * Quality CPD from SLT, consultants and advisors support the curriculum intent. Planning surgeries are provided to support staff. * Data for core subject areas is recorded, uploaded reviewed through pupil progress meetings termly. Attainment and progress are monitored. * In 2020-21 school trialled data capture for all subjects. * School have used EEF guidelines to implement intervention programmes particularly around pupils not reading to an age appropriate level and fluency. * PPG monies have been effectively used to ensure cultural capacity for vulnerable children. School has presented at the Stockport Headteacher’s Conference: School through the lens of PPG. * Pupil voice reveals children know more, remember more and make links across subjects and themes. * Impact of subject leaders and middle leadership has been significant. |
| **Current and future actions to further enhance the curriculum so it can be the best it can be:** |
| 1. Despite being a strength, continue to develop subject leaders and building middle leadership capacity. 2. Consistency of approach in teaching, learning and outcomes for each subject area including defining and embedding Key Concepts in all subjects. 3. Reflect upon and further refine current schemes of work to continue to build cultural capital. 4. Provide Governors with a greater lens on curriculum matters following Covid. Link subject leaders with nominated Governor for greater transparency.   Further to this SLT will explore:  Embedding assessment procedures to develop teacher understanding of what ‘expected and greater depth standard’ looks like in the wider curriculum areas. |

**Subject position:** All leaders are proactive in regularly monitoring and evaluating our whole school approach to the curriculum. The **‘Subject Key Action Overview 2021-22’** summarises our evaluation of the current position of each subject. Subjects that are ‘enhancing’ are those that already have strong outcomes and only require small tweaks or refinements. Subjects that are ‘developing’ require whole school approaches to be further embedded and/or to develop greater consistency in implementation. Subjects that are ‘focusing’ require greater work on their intent and implementation to ensure full coverage of the national curriculum.

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| **BEHAVIOUR AND ATTITUDES & PERSONAL DEVELOPMENT** |
| **Overall Judgement Effectiveness is GOOD because:**   * School is ‘at ease’ with itself. An outstanding atmosphere and feel good in school. The safe, calm and positive environment/leaders and staff impacts the behaviour and attitudes of children. * The Golden Principles and the holistic curriculum provide clear expectations for the behaviour and personal development of children. * There is real confidence from parents and the wider School Community about the children’s emotional, social, moral and educational development. * Extra-curricular activities considerably strengthen the school offer. * The ‘whole school offer’ contributes to the development of children’s character, particularly disadvantaged children. |
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| **Personal Development: Key Strengths:** |
| * Effective safeguarding procedures. * The curriculum and extended curriculum is a strength of the school and this enhances children’s SMSC development, supporting children to become successful learners, confident individuals and responsible citizens. * School provides high quality pastoral support at all levels. * The Aims and Principles of the school, and the opportunities provided, promote the learning and understanding of British values. * The protected characteristics are embedded within our curriculum and promote equality of opportunity for all and no forms of discrimination are tolerated. * Children being confident individuals, successful learners and responsible citizens are well celebrated through the behaviour system and e-newsletter. Children are actively involved in the running of school…school council, Year 6 Fixers. * School goes well beyond the expected to ensure rich opportunities and experiences. There are real opportunities for children to develop and showcase their gifts and talents. * Extra-curricular activities considerably strengthen the school offer. Governors vision as critical to Covid recovery, given the local context. There is strong high take up by children of the extra-curricular opportunities provided by the school. Disadvantaged children benefit from this excellent work- particularly around the outstanding opportunities for example in music and PE. School goes beyond the expected in providing excellent wider opportunities and enrichment activities. * High quality learning behaviours supported by children who are able to talk about their emotions, skills and attitudes to learning. * Children understand how our learning models support their personalised journeys. * Strong confidence in Health and Safety procedures from Health and Safety Audits. * There is a well-established Relationship and Sex Education programme reviewed in 2019-20 in line with new statutory guidance. * Children develop health lifestyles through extra-curricular clubs. School received the Stockport Participation, Competition Award in 2019, 2020 and 2021 at Stockport Town Hall Awards. |
| **Behaviour and Attitudes: Key Strengths:** |
| * The school has high expectations for children’s behaviour and conduct. Leaders support staff and are actively involved in achieving this. * The strong curriculum offer (including PSHE and RE) support children’s learning behaviours and attitudes. * Every stakeholder recognises the positive and respectful school culture; in which staff know and care about their children. * Attendance is consistently below national trend each year. The school data pack, Nexus and IDSR report support this for 2021. * Clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Attendance is consistently higher than national trend, including during Covid. * Children take pride in their achievements. * Incidence of bullying are rare. Children with behavioural needs are extremely well catered for. CPOMS electronic behaviour reporting was established in 2020 (case study) (PBSS article). * If pupils struggle with this, the school takes a personalised approach and responds to vulnerability with a caring, supportive and effective approach. * Pupils’ motivation and positive attitudes to learning are also developed through the golden principle ‘learning well’ and our meta-cognitive training promotes life-long learning, independence and resilience. * Exclusions of any form are extremely rare. * An environment in which children feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline– are not accepted and are dealt with quickly, consistently and effectively whenever they occur. * Children’s moral values and strength of character are demonstrated through their concern for issues locally and globally. * Current and future actions to further enhance personal development: behaviour and attitudes: |
| **Current and future actions to further enhance personal development: behaviour and attitudes:** |
| * To ensure safeguarding, behaviour and attitudes are integral to the curriculum and general life of school and not viewed in isolation. * Increasing awareness of the 9 Protected characteristics throughout the curriculum. Promoting diversity further. * Promotion of positive learning attitudes through meta-cognition, learning models and consistency of subject approach. * Embed further the CPOMS system for effective tracking of children. |

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| **LEADERSHIP AND MANAGEMENT** |

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| **Effectiveness Leadership & Management: Key Strengths:** |
| * Extremely effective safeguarding procedures. * A welcoming and caring atmosphere and family Community. * Leaders, including governors, share a clear and ambitious vision with strong, shared values; including financial stability. * Leaders at all levels focus on improving the quality of learning and teaching. * Leaders engage with pupils, parents and wider services to support children in a focussed and purposeful manner. * Resources, teaching and training are well managed to meet the needs of the vision. * Leadership is a visible presence around school. Headteacher is a learning mentor for the Headship Authority Programme and supports an Authority school with an advisory notice to improve around curriculum matters. * Staff are totally unified and give everything to school. Leaders support staff personally and professionally and are considerate of their wellbeing. School is a ‘Gold Investor of People.’ * A Speech and Language resource base is integral to the school; supporting children from across the Authority. * A reliable, robust and manageable data reporting system to track in house attainment and progress. * A forward thinking, innovative school where trials are positively encouraged supported by research approaches. * Leadership at all levels are totally focussed on improving staff’s subject, pedagogical and pedagogical content to enhance teaching the curriculum. Staff have a real voice in the development of learning and teaching models. * Pupils’ spiritual, moral, social, and cultural development is exceptionally well nurtured ensuring a positive culture for learning. The PSHE scheme was updated in 2020. The school behaviour system is well established. * All staff influence learning, are empowered to create a culture of positive change. * Communication with the school Community is effective, supported by weekly e-newsletters. |
| **Current and future actions to further enhance leadership and management:** |
| * Embedding a culture of coaching, mentoring within school. * To increase capacity to support staff with wellbeing and mental health. * Manage the next capital build programme between £1.6- £2 million pounds. * Increasing capacity still further through training and CPD of middle leaders/subject leads and the roll out of coaching. |

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| **School: BRADSHAW HALL PRIMARY SCHOOL HEADLINE DATA** |



