

Pulford V A Lower School



SEF 2020

School Context

Evidence:

The school has 45 in a year group in the Main school. Of the 225 children in 19-20:

EAL	SEND	PP
11%	10%	11%

The school has a vibrant nursery provision. There are two EYFS classes in the main school. In KS1&LKS2 the children are taught in mixed year groups of 90 in a Key Stage.

Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement, significant growth in students' knowledge, and excellent attitudes to learning.

Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.

There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.

The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disadvantaged pupils and those with special educational needs.

Staff work collegiately with shared planning, shared classes and peer mentoring. The introduction of Key Stage Leads means that each Key Stage is highly focussed and effective.

The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community. The school has an outstanding SIAMS and a Gold RE Quality mark.

Attendance at September 20 is 94.57%

Areas for improvement:

- **Develop our professional on line learning provision.**

Quality of Education :1

Evidence:

Teaching is judged to be at least good with some outstanding practice because:

‘Standards of attainment are at least in line with national expectations and a significant number of pupils attain above expectations’. (SIAMS 2016).

This was confirmed by the LA scoping audit in September 2016 and also by the SIAMS inspection in February 2016

Challenging targets are set at the end of each academic year between the current and prospective class teachers. Teachers plan a differentiated curriculum using many elements expected in quality first teaching. Learning objectives are clearly communicated to children, and are shown to be effective due to outcome. Long term planning is available in the public domain on the school’s website. Medium term plans are detailed and specifically differentiated. These are discussed and modified during teacher planning meetings which take place weekly.

Each class has a TA/Nursery Nurse in support, all of whom are well trained and highly effective in supporting identified groups. Teachers are well trained in various teaching strategies to cater for kinaesthetic, aural and visual learners.

The school is fortunate to have a wide range of degree subjects amongst its staff such as R.E; Science; History; the Head is also an AST for RE and holds a ‘Teacher of the Year’ award. The leadership team both hold NPQH and the Head holds a Certificate of Educational Studies. The Assistant Head holds a Masters in Educational Management.

The school ensures that careful use of a dedicated training budget results in appropriate CPD being undertaken which is linked into school improvement.

Performance management is used to embed whole school teaching targets, which are then personalised for each practitioner. The School development plan outlines the vision for the school. Staff play an active role in articulating, implementing and embedding this vision and are committed to its implementation.

Monitoring is thorough and follows a termly focus agreed with the EA and the Board.

Summative Data systems have been developed by the school in order to inform effective interventions and high light areas of underperformance as well as exceptional practice.

Parents are kept fully informed of their child’s learning through termly reports consultations and open events.

Evidence: September 19- February 20-for detail see appendices

Attainment Early Years Foundation Stage [EYFS]

This is a cohort of 46 children [24 boys, 22 girls]. There are two disadvantaged children [in receipt of the Pupil Premium Grant]. 2 children have special educational needs and/or disabilities [SEND]. 3 children have English as an additional language [EAL].

83% of children were on track to achieve a Good Level of Development in 2019

19 boys and 20 girls were on track to achieve a GLD

Phonics – Year 1

This is a cohort of 46 pupils [22 boys, 24 girls]. There is one disadvantaged pupil. 3 pupils have SEND. There are 5 pupils with EAL.

76% of pupils had achieved the expected standard in the Year 1 phonics screening check as at Feb 20.

66% of pupils with SEND had achieved the standard

Key Stage One [KS1]

This is a cohort of 44 pupils, weighted by gender towards boys [24 boys, 20 girls]. There are 2 disadvantaged pupils. 3 pupils have SEND. 2 pupils have EAL. There has been minimal pupil mobility since the end of the EYFS in 2018.

In reading, 84% of pupils were on track to meet the expected standard or above at the end of KS1 in 2020, with 39% working at greater depth.

In writing, 77% of pupils were on track to meet the expected standard or above, with 23% working at greater depth.

In maths, 81% of pupils were on track to meet the expected standard or above, with 40% working at greater depth.

At the expected standard, boys attained above girls in reading and writing and maths.

100% of disadvantaged pupils were on track to meet the expected standard or above in reading, writing and maths, with 100% of pupils with EAL were on track to meet the expected standard.

Year 4

This is a cohort of 44 pupils, weighted by gender towards girls [21 boys, 23 girls]. There are 5 disadvantaged pupils.

7 pupils have SEND. 3 pupils have EAL. There has been minimal pupil mobility during lower KS2.

In reading, 89% of pupils were on track to meet the expected standard or above for the end of Year 4 in 2020, with 25% working at greater depth.

In writing, 82% of pupils were on track to meet the expected standard or above for the end of Year 4 in 2020, with 16% working at greater depth.

In maths, 75% of pupils were on track to meet the expected standard or above for the end of Year 4 in 2020, with 27% working at greater depth.

Attainment by gender was broadly similar in reading, writing and maths both at the expected standard and at greater depth.

20% of disadvantaged pupils were on track to meet the expected standard in reading, writing and maths,

100% of pupils with EAL were on track to meet the expected standard in reading, writing and maths, with 33% working at greater depth in reading.

29% of pupils with SEND met the expected standard in reading, with 15% doing so in writing and maths.

Progress

EYFS

The school used the NFER baseline assessment materials on entry to the Reception class in September 2020. This showed that 61% were on track to achieve a GLD at that point. By the end of February, this had risen to 83%

Tracking shows that the very large majority of children made strong progress from their assessed baselines.

KS1

Pupils made strong progress through KS1 between 2018 and Feb 2020.

A comparison of end of EYFS data in 2018 and KS1 outcomes in Feb 2020 for 'matched' pupils shows that:

In reading, 100% of pupils made expected progress or better, with 16% making accelerated progress

In writing, 95% of pupils made expected progress or better, with 14% making accelerated progress.

In maths, 93% of pupils made expected progress or better, with 16% making accelerated progress.

Disadvantaged pupil made similar strong progress to their peers. Expected progress made in writing and maths with one child making accelerated progress in reading.

Year 4

Pupils made strong progress through Lower Key Stage 2 between 2018 and 2020.

A comparison of end of KS1 data in 2018 and Year 4 outcomes in Feb 2020 for 'matched' pupils shows that:

In reading, 93% of pupils made expected progress or better, with 5% making accelerated progress.

In writing, 91% of pupils made expected progress or better, with 2% making accelerated progress.

In maths, 82% of pupils made expected progress or better with 5% making accelerated progress

Disadvantaged pupils made similar progress to their peers, with 100% of this group making expected progress or better in reading, writing and maths.

The Journey through Lockdown

Vision- to put the holistic wellbeing of all of our pupils and families at the centre of all we do.

Stage 1- March to Easter

School closed on Friday March 20th 2020 to all pupils. Two weeks of home learning prepared and communicated to parents.

ICT audit undertaken to facilitate home learning- most vulnerable offered ICT support.

Key worker audit undertaken and staffing rotas prepared.

Wrap around care organized to continue throughout the Easter break.

Worship and pastoral care offered via Facebook stream each morning.

Staff began exploring the use of on line platforms such as Zoom to trial the virtual class room experience.

Pupils traffic lighted as to vulnerability and a three-tier home communication system implemented.

Overview of engagement - phase 1

8% children learning in school- Key workers/ vulnerable

92% children learning from home of which 85% were in regular contact and 15% were in less frequent contact.

Stage 2- Easter to Half term

Good progress made with the use of Zoom across the school. Pastoral meetings for children were also featured- 90% attendance.

SLT began planning for the reopening – date was yet to be confirmed- looking at several scenarios which could be easily adapted.

Home working continued.

Food bank established to support those in need.

Regular contact patterns established with parents.

Key worker numbers began to rise as some work places began to reopen. (up to 12% of pupils now in school)

Overview of engagement – phase 2

12% children learning in school- Key workers/ vulnerable

88% learning from home with a blend of homework packs and virtual class room experiences.

Stage 3- Half term to the Summer

Pre school, EYFS and Year 1 return at the beginning of June in bubbles of 15.

Additional classes are created to cope with the new normal.

80% of eligible children back in school

Number of key worker children rises swiftly in response to the economy re opening.

By mid-June a marquee had been installed on the field in response to the government changing advice and allowing other year groups to attend school.

Opportunities for the year 4 leavers to celebrate their achievements were created.

Overview of engagement –phase 3

78% of children back in school

22% of children engaged in home learning.

Areas for improvement:

- Consolidate the ‘mastery’ approach to the teaching and learning of maths across the school**
- Strengthen fine motor skills leading to improved hand writing and art work**

Behaviour and Attitudes: 1

Evidence:

‘The effectiveness with which the curriculum supports SMSC is judged to be outstanding because:

Pupils’ spiritual, moral, social and cultural development is outstanding, reinforced through innovative approaches to learning outside through the Forest Schools’ initiative. This enables pupils to appreciate the wonders of the natural world, whilst working together as teams to complete specific projects, such as the building of dens (SIAMS 2016).

There have been no fixed-term or permanent exclusions for twelve years.

Parent View returns +94% at least good or don’t know for questions relevant to this section. There is very little bullying and the school is pro-active in raising issues through the PSHE curriculum and take part in anti-bullying week. Incidents are dealt with swiftly according to policy.

The school is a thriving and extremely cohesive community, where boys and girls from different backgrounds play and work together very well. Pupils’ spiritual, moral, social and cultural development is excellent. They consider moral issues thoughtfully, and are very respectful of other’s opinions and beliefs’. (Ofsted 2010).

The SLT are active 'on the gate' greeting parents and children and reinforcing our open door policy. Teachers and TA's are also part of the parent interface on the playground. Teaching Assistants play an integral role in the pastoral side of school life as well as supporting children academically.

The school has in-house catering facilities and the kitchen has the highest food hygiene rating of 5. The school provides breakfast at the Before School Club, and lunches with a high take-up rate.

Social development plays an extremely important role in the EYFS with staff encouraging collaborative learning and social skills as an integral part of the curriculum. Responsible roles are encouraged throughout the school for example belonging to the School Council or Playground Friends. Children also assist in for example, organising worship, helping younger pupils and other jobs around the school. "They form very positive relationships" (Ofsted 2010).

The school follows the Values Education programme both in assembly and during PSHE. In addition, the school has strong links with All Saints church. The leadership and clergy work together to provide relevant worship materials for the children both at school and at church. In addition, Pulford Children attend church on a termly basis and celebrate the major Christian Festivals as well as taking an active part in Sunday worship on special occasions. The school works in close partnership with our neighbouring middle school with teachers working across the phase to ensure a smooth transition between year 4 and 5. In addition the school works in close partnership with the other 27 schools in the Learning Community.

The school takes part in a wide range of charities including raising money for CHUMS, Children in Need, and the Bishops of St Albans harvest appeal. The Headmaster co-ordinates the town-wide Remembrance service in Church Square.

Areas for improvement:

- **To implement the changes to relationship education. (SIP 20)**

Personal development: 1

Evidence:

The school has become much more diverse in recent years in terms of financial wellbeing, ethnicity and faith. This has enabled our community to listen and learn to a greater variety of views and beliefs.

The school take mental health very seriously and have a robust policy. The staff have had a training day devoted to mental well-being. This area has been discussed with Simon Crosby the SIA. The school has an excellent attendance record with few hard to reach families.

The school has a Forest School which enables pupils to develop self-confidence, teambuilding skills and self-esteem. The school follows eco-friendly guidelines and children are encouraged to care for their environment. The school use the Education Endowment Toolkit when considering provision for their Pupil Premium children. Pulford's outdoor education is of benefit to all, but especially benefits those from disadvantaged backgrounds. PP children are tracked carefully through the school's tracking system and provision maps and interventions put in place to close the gap.

The school take children's safety seriously and not only have a robust safeguarding approach but also take part in NSPCC projects, on-line safety projects with the Police, and bike-ability with the local PCSO's.

Areas for improvement:

- **Develop the critical thinking of pupils (using RE as the lead subject)**

Leadership and Management: 1

Evidence:

The school currently judges the quality of leadership and management to be outstanding.

Leaders, including governors, have high expectations and set ambitious targets for all groups of pupils. Leaders have a strong strategic overview of the school and have played a major role in guiding and implementing its planned expansion over time.

This expansion has provided greater capacity for extended leadership and the strong development of teams has meant that a wider range of leaders are now actively engaged in monitoring and in driving improvement. As a result, this year has seen significant moves forward in distributed leadership.

Systems for monitoring the school's work and for the appraisal of staff are rigorous.

Governors receive regular and detailed information about the school's work through the headteacher's report and monitor the school's work closely. They receive regular updates on the quality of teaching and on pupil attainment and progress. As a result, they hold senior leaders to account effectively. Governors have a range of skills which are brought to bear to support the school. They monitor the budget and ongoing expenditure closely and undertake benchmarking to ensure value for money.

Leaders have forged strong relationships with parents and other stakeholder groups. They are responsive to parental feedback, which is regularly sought and acted upon.

The school promotes an engaging and exciting curriculum, with Forest School provision and outdoor learning being particular strengths. The strong focus on music and drama, for example the recent Year 4 production of '*Joseph*', provides clear links between the curriculum and extracurricular provision. As a result of the many learning opportunities across the curriculum and beyond, pupils demonstrate a strong love of learning.

Leaders are committed to sharing their skills with other schools and the wider community, as evidenced by the lead taken in promoting Religious Education [RE]. The school organises and leads some RE PSGs on behalf of the LA and a number of schools have taken advantage of the RE Trails for Harvest and Christmas organised by Pulford during the current year.

As Pulford is a Church of England School, leaders promote a strong spiritual life, with close links to All Saints Church. Through this, and through the strong commitment to Christian Values, leaders promote pupils' spiritual, moral, social and cultural development very effectively.

Leaders are strongly committed to diversity and inclusion, which is modelled in a variety of ways, for example the acceptance of a range of vulnerable students on work experience from a local upper school.

Leaders work hard to promote a culture of safeguarding amongst staff, pupils and stakeholders. The Head and Deputy have both completed 'Train the Trainers' course and have updated all staff and newly qualified staff.

Parent View supports the above statements with +90% of parents rating leadership at least good.

The HT and responsible officer meet regularly to set and monitor the budget which is then shared with sub-committees, full governors and office staff. SLT and the Resources committee secure best value on all large bids or orders. This formed part of the successful LA scoping audit September 2016.

The school embraces a relationship - leadership style approach. Currently four members of teaching staff hold a formal curriculum leadership role (numeracy, literacy, RE and early years). These staff members regularly train and update colleagues. They are lead teachers in their field. Other staff have responsibility for other areas such as MFL and PSHE.

Additional time is made available to support these functions. The leadership team have a time allowance for performance management, SEND roles and dedicated headship time

Excellent relationships are forged with our EA who knows the school well, SEND providers and the wider community particularly All Saints Church.

The school made a successful bid for grant funding from Verulam Trust House and Culham St. Gabriel. This has enabled the school to widen our outstanding RE practice to other schools in the town.

The Year 4 children go to Blue Peris outdoor activity centre and have forged working relationships with the community of Llanberis.

The school works closely with Leighton Middle School in analysing data to secure improvement and to foster good relationships with staff – the head of maths has been into KS2 to work with staff and pupils on a variety of projects. In addition, joint maths and/or literacy GCSE courses have been provided for support staff who needed to up-skill.

The school works with Cedars Upper school not only in providing work experience but in supporting their SEND children in projects for example the school has hosted a young lady on an EHC plan in the EYFS. The school participates in training for staff and workshops for children run by LC2 such as MA&T, SENDCO conference, data transfer.

The school supports ITT with the University of Bedfordshire and supports many people looking for work experience. The school has supported a former TA through ITT training at the school who has now completed her NQT year.

The updated website has been of benefit to parents both with information and providing simple quick links to areas of interest such as the Learning Platform (LP). The Learning Platform has been an enormous success with enabling parents to improve their engagement with their child's learning through the 'courses' provided by the teachers.

The school operates a modified open door policy and good relationships are forged with the Travelling Community and others where the reading of letters may be an issue.

Staff meetings have a challenging range of subject matter to assist in sharing of best practice throughout the school. Peer moderation in numeracy, literacy and science are regular features.

Safeguarding is effective and training regular. Robust policies are in place with experienced DSL's on the SLT and in the Nursery.

Areas for improvement:

- **Develop a strategic plan for the future development of the school, given the impending changes in structures at a local and LA level.**

The effectiveness of early years : 1

Evidence:

Monitoring records show that the quality of teaching and learning has improved in the Nursery classes, reflecting the significant work over the past 5 years to ensure that all staff are highly skilled. The headteacher indicates that the staff form a strong and happy team, based on his regular meetings with them and the regular visits he makes to the setting.

The learning environment is vibrant and engaging and as a result children are keen to develop their skills and to engage with the exciting curriculum on offer. This has ensured that younger pupils within the setting are 'foundation stage ready' by the end of the summer term. Adults and key workers are well known to them, securing improved transition to the next stage of their development.

The developments in outdoor learning and Forest School have proved particularly positive for younger children, who engage effectively in outdoor learning on a regular basis.

As a result of the work done this year, all groups and cohorts of children have made good progress through the 'ages and stages'. Assessment has been rigorous, reflected in 'learning journeys'. Plans are in hand to develop assessment still further in the coming year, to bring summative assessment in the EYFS more closely in line with the rest of the school.

Areas for improvement:

- **Develop fine motor skills across the early years.**

