



**Green Lane Church of England Primary School**

*‘Educating for life in all its fullness’*

John’s Gospel Chapter 10 Verse 10

**School Improvement and Evaluation**

**2022 – 2023**

# Our Core Christian Values:

**Caring** - We look after each other, our school and our town

**Respectful** - We show each other good manners

**Forgiving** – we show compassion to one another

**Honest** – We tell the truth

**Nurturing** – We build each other up to achieve our full potential

**Inspiring** – We look up to each other with love and kindness

**Inclusive** – We value everyone

**CONTEXT AND EVALUATION STATEMENT – NOVEMBER 2022**

We are a school who take our vision, ‘educating for life in all its fullness’ very seriously, we see this vision as a mandate to not only help children to reach their full potential academically but also to help them grow as people and young leaders. It is worth noting that when we say ‘full potential’ we mean that in the most ambitious of ways; we believe that nearly every child can achieve success at a national standard in all areas of learning – not just reading, writing, maths and science, although we know that these subjects are key indicators for longer term educational success, but across all subjects so that children leave Green Lane with a passion for lifelong learning. Our aim every year is that 100% of pupils will achieve the highest levels of academic success and we are continually striving to make this a reality. This September sees the start of a new SENCO, a significant area of school improvement for us. Staff now have a new referral system they can use to flag up potential SEN concerns around a pupil, this means that the school can respond more quickly, not waiting for termly pupil assessment data to identify concerns. SEN support plan training for staff is being delivered in the autumn term, this will help staff put more focused, more personalised targets in place. The SENCO has established links with external partners at DCC SEN department and with the educational psychology team to ensure better working practices are in place with dedicated time allocated to the SENCO to enable this to happen, as well as time to access regional network meetings, so that each pupil can receive the support they need to reach their full potential and more.

The Leadership Team has been streamlined over the past year so that it can react more quickly when a need for change is identified. A strong example of this would be with early reading: the EYFS lead took on the role of phonics and early reading lead and quickly identified issues with the consistency of phonics teaching across key stage 1 and a frustration that although the year 1 pupils’ phonics marks were in line with the national picture they were not consistently exceeding the national average and the pace classes were moving through the programme was identified as a potential issue. This led to two external audits during the 2021/22 academic year and a decision to change the school’s entire approach to phonics and start a new scheme in September of 2022. This was given the highest of priorities for the leadership team, all staff were asked to complete the phonics training and funds were reallocated to allow the purchasing of not just this new scheme, but also the most up to date reading books that support and facilitate this process. The school’s community quickly got behind this move and the ‘friends of green lane’ organised a read-a-thon that raised nearly £3000 towards the costs. This unexpected and gratefully received contribution was essential as the leadership team quickly spotted that this change in phonics teaching also gave us the opportunity to re-evaluate reading and the teaching of reading throughout the school. Book purchases were widened so that there could be greater fidelity and clearer sequencing in the teaching of reading from EYFS up to Yr6. Staff and the wider community have committed to this initiative, which we hope will lead to more of our pupils leaving Green Lane as fluent, confident readers, who are passionate about reading and can analyse the texts they read, including those they choose for themselves.

Reading has been given the highest priority for this academic year, we look now to evaluate the changes introduced, embedding those that are effective and changing those that are less so. The school is constantly evolving, rarely standing still, as it’s community changes, so does it and the leadership team are at the forefront of this, enabling positive change to happen whilst ensuring that extra priority must be given to those areas identified as the highest priority, for 2022/23 that is reading. Over the past three years the number of pupil premium children has risen from 1 in 6, to 1 in 4 pupils, this increase in deprivation makes it even more important than ever that a clear structure to support reading is on place, one which supports all pupils and gives all pupils access to quality, clearly sequenced books, with teaching supporting progress in fluency and comprehension. The school will develop this approach in 2022/23, reviewing the changes introduced at key points each term. The school has established an early reading lead who will collaborate with the reading lead to ensure that there is a consistency of approach, a clear curriculum design and most crucially that children are making better progress. Our overall aim is that EVERY child leaves Green Lane able to read fluently, with prosody, comprehension and understanding.

The past four years have been an opportunity to evaluate the school’s curriculum and support and advice has been garnered from the school’s wider partners in the local authority and within the diocese to help facilitate this. Within EYFS there has been much change, we have named our setting Happy Hollow. The curriculum has been very carefully designed to meet the children’s needs here at Barnard Castle; our children have the opportunity to be curious, independent and resilient learners. Our Early Years Curriculum has been designed to give the children a love of learning right from their first day at Green Lane, it supports all children to become happy, independent, resilient and emotionally intelligent learners. We provide a bespoke, woodland themed environment that is supported through an exciting and innovative curriculum that enables children to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to help them reach their full potential. We strongly believe in enriching children’s lives by providing them with a Character Education, we do this by establishing effective roots for learning that form the basis for how children are taught and assessed.

Pupil voice is so important to us, we create ‘wondering wings’ that enables children to be involved in the planning of our curriculum. The children share with us what they would like to learn. We believe this creates a purposeful balance between child imitated and adult led experiences, which ensure that all areas of learning are embraced. Enriching the curriculum and environment with vocabulary is also an important element in Happy Hollow. The curriculum and environment are carefully designed to ensure the children experience vocabulary that is challenging, progressive and exciting. These changes have been embraced and enabled by the leadership team, who very much see EYFS as the ‘foundation’ upon which all future educational success is based. The work carried out in EYFS has again been supported by the local authority and scrutinised by our critical friends at the diocese. The good practice identified within our provision has led to our EYFS Lead being asked to run an Early Years Hub for the local authority.

Not wanting to rest there we used the changes within EYFS to look at the wider curriculum across school. Beginning with geography and history the subject leads have looked to build on the curriculum, establishing firm links between KS1, KS2 and EYFS. The subject lead has used the ‘wondering wings’ approach started in EYFS to set in place similar areas of learning for each year group with a clearer sequence put in place. This has been a long journey, one that has involved all staff and one that has needed to be regularly evaluated and amended where necessary. This process has started to be used in other subject areas, in particular science. Our curriculum is constantly evolving and we are proud of the changes so far made. With geography and history established the school is reviewing art and art and design, ensuring the curriculums tie together and that skills are taught alongside a commitment to knowledge.

Changes to the curriculum are, we believe, very positive examples of how committed to improvement the school is, however we understand it may take time to see the changes to reading, early reading and phonics reap wider rewards. Likewise, the changes to the curriculum, particularly around art and art and design, will take time to embed. Because of this we believe that Quality of Education should be graded as ‘good’, although we believe that our ambitious approach does have much to commend it. There have also been a number of staffing changes, with two ECTs joining the team during the past twelve months, and other staff who have been supported back to work after lengthy periods of illness. The new members of staff have already helped to strengthen the quality of education within the school, particularly with their up to date pedagogical knowledge and the science of learning, we have used some of their training to enrich the practice of the established staff too.

Behaviour is something no school can take for granted and we work tirelessly as a team to ensure that our pupils maintain the highest standards of attitude, both in school and out in the community. We have a set of core Christian values that are the foundations we have built our behaviour policy on, respect for others and acting with care and inclusivity are key elements of this. We have invested in a wide ranging PSHE programme which supports both behaviour in school and the personal development / well-being of the children. We have a tiered behaviour approach which staff log using CPOMS and although cases of suspension are rare they are used when children’s behaviour puts themselves or others at risk, or when behaviour is persistently disrupting the learning of others, this is further reinforced by sessions where staff hold restorative conversations with pupils, helping them understand the consequences of actions and giving them the tools to take a different approach next time. We have a weekly celebration event that promotes positive behaviour and excellent classroom attitudes. To further encourage growth in this area we have kindness coins which children can save up to ‘buy’ a reward.

Well-being has a high profile in the school with the Deputy Head having undergone Senior Mental Health Lead training in March 2022. The Headteacher took part in a Mental Health First Aider course. The school has received the Mental Health School Bronze Award and is seeking to put in place a clear vision for mental health with a strategic action plan that will help it improve well-being outcomes still further and gain the silver or gold award. The Deputy Head runs weekly well-being sessions for children staff refer to her. The Headteacher has undergone a Mental Health First Aider course, allowing him to support the Deputy Head during the sessions and to support staff well-being more effectively too. Together they have run well-being sessions for staff, helping them put together personal action plans to relieve stress and anxiety.

Together the Headteacher and Deputy Headteacher have responsibility for teaching and learning, at present the major focus of monitoring is early reading, reading and the teaching of phonics; supporting staff to adopt the new phonics programme and to show a consistent approach, with fidelity across school. External partners have been invited back later in the autumn term to gauge success and impact.

As previously mentioned a new SENCO is being trained up within school, she is being supported through an extensive CPD package and she has been working with the Headteacher to reorganise the school’s SEN filing, making better use of the One Drive so that staff can more readily access the resources and support they need. This is another area of school improvement for 2022/23 which has been given a high profile.

In 2021 the Headteacher was named Northern Echo Headteacher of the Year at their annual Teaching Awards. This was a reward nominated by parents and in large part due to the work the school undertook to support families and to maintain a feeling of community throughout the covid pandemic. The school worked as a team to run online sessions, continue to run collective worships and Friday celebrations as well running online lessons, online sports’ days (not to be repeated!), reading sessions, talent shows and much more. The pandemic and the lockdowns caused much distress and impacted on learning to a great extent (still very much in evident with our younger learners) but there were positives and the community support offered by the school and the way everyone pulled together is never to be forgotten.

Green Lane is a school in change – it is a school that has recognised a need to improve the teaching of reading and it has put a plan in place that is already having a positive impact – it is a school that has identified well-being as critical to pupil engagement, attendance and attainment, it has put a plan in place, establishing a well-being vision and training staff to become mental health first aiders – it is a school that recognises the need to improve outcomes for SEN pupils, it has invested in a new SENCO, it has put in place a new referral process and it has established better partnership working – it is a school that understands the importance of a curriculum that builds of the experiences if its early years’ pupils, it is a school that put in place a coherent, well organised geography and history curriculum, science curriculum, maths curriculum, writing curriculum, PSHE curriculum, PE curriculum, RE curriculum and is now focusing on doing the same with art and art and design.

SCHOOL IMPROVEMENT PRIORITIES:

* **1. Improve the teaching of phonics and reading across school**
* Introduce a new phonics programme for September 2022, ensuring all staff and all volunteers who read with children receive rigorous, high quality training. Ensure that this programme is used across all year groups where fluency of reading is identified as a concern.
* Introduce an early reading lead who will monitor the teaching of phonics across school, particularly in KS1, working with the KS2 reading lead to ensure fidelity of approach and coherence of curriculum delivery.
* Introduce a new reading programme across all year groups that will focus on improving fluency prosody and understanding, ensuring that a coherent, clearly sequenced approach is used in all year groups, with new strategies to promote a love of reading.
* External moderation of reading, beginning with early reading in the autumn term and spreading to all year groups in the spring, with a focus on fidelity and coherence of approach.
* **2. Deepen and develop the wider curriculum**
* Review the impact of the new geography and history curriculum in the autumn term and spring terms with the support of an external moderator, ensuring that it is coherently sequenced and that it challenges, inspires and ultimately is retained.
* Review the curriculum of all subjects, beginning with art and art and design, ensuring that it builds on the logical sequence embedded in geography and history.
* Subject leads to monitor their curriculums, ensuring that it challenges pupils and builds in a coherent way from the firm foundations established within early years. Leads to receive training from external partners to support them in their roles, enabling them to speak directly to pupils about their experiences.
* **3. To further develop the well-being support offered to the whole school family**
* Put a clearly defined vision and action plan in place that gives clear focus to the work the school will do to support well-being and that over the next few years it can be seen to permeate all aspects of school life from curriculum content through to policies and beyond.
* Build on the school's current work, such as use of the restorative approach to behavioural issues, so that it can deepen character growth.
* For the headteacher to complete Mental Health First Aider training so that they can better support the well-being lead with pupil and staff well-being sessions.
* **4. To improve outcomes for SEN pupils across school**
* To support the training of a new SENCO, providing them with support from external partners and an ongoing programme of CPD.
* To develop a new referral system in school so that staff can access support for potential SEN pupils without waiting for termly assessments to be completed.
* Training for SEN support delivery and planning to be delivered to all staff so that support can become more targeted and personalised for pupils.

**Overall Effectiveness - Good**

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| The quality of teaching, learning and assessment is at least good. | Evidenced by national results in EYFS, KS1 and KS2. Phonics scores at 70% in 2022 show the area to be focused on. Much work has already begun. |  |
| All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.  | Curriculum is still being developed, however progress in geography, history, science and maths show that the school is travelling in the right direction. |  |
| Deliberate and effective action is taken to promote pupils’ spiritual, moral, social and cultural development and their physical well-being. | School judged as ‘excellent’ during the 2019 SIAMS inspection. JIGSAW programme invested in since then to bolster curriculum. Senior Mental Health Lead training undertaken. Caring Council in place. |  |
| Safeguarding is effective.  | CPOMS adopted and safeguarding audit carried out in October 2022. |  |

**Leadership and Management - Good**

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| **Criteria**  | **In-school evidence** | **Any further Actions** |
| Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. | A strong behaviour policy is in place, staff know that they can get support from the Head and Deputy Head to support challenging behaviour. The restorative approach is modelled by them each day and this has led to a school with high expectations where staff and pupils respect each other. There is no ceiling placed on pupil outcomes, we have a culture where every child is expected to achieve and where all are valued (e.g. no setting in maths, quality first teaching for all pupils). |  |
| Leaders and governors are ambitious for all pupils and promote improvement effectively. The school’s actions secure improvement in disadvantaged pupils’ progress, which is rising, including in English and mathematics. | KS1, KS2 and EYFS results show that children’s learning is recovering well following the pandemic. Reading within Yr3/4 and phonics in Yr1 have been identified as key areas for improvement for all children, hence the strategies outlined above. |  |
| Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school’s work. | Head and Deputy are constant presences around school, dropping in and out of classes, giving them an accurate picture on the quality of education at Green Lane. Subject leads are becoming more confident with their own monitoring, this is being supported by the local authority and the diocese, the leads have set curriculums in place, ensuring there are strong links to the development of education. |  |
| Leaders and governors use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. | The major move here has been around supporting the teaching of early reading and phonics. Every member of staff has engaged in full phonics training, including rapid catch up for KS2 pupils not yet fluent. Staff are offered support and where necessary action plans put in place. | Give teaching staff greater access to individualised CPD.ECT videos to be shared more? |
| Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils’ learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly. | The major move here has been around supporting the teaching of early reading and phonics. Every member of staff has engaged in full phonics training, including rapid catch up for KS2 pupils not yet fluent. Staff are offered support and where necessary action plans put in place. | Give teaching staff greater access to individualised CPD. |
| Governors hold senior leaders stringently to account for all aspects of the school’s performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.  | The school is lucky to have a committed and passionate group of governors who have maintained their monitoring of the school through regular meetings with the Headteacher and other staff. School performance is looked at rigorously and challenging targets are set by the governors, e.g. their monitoring helped to identify the need to improve reading within year 3 and 4 and led leaders to recommend rapid phonics catch up for children in those year groups (and year 5/6) who had not passed phonics when they had been in KS1. |  |
| The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils’ good progress. The curriculum also contributes well to pupils’ behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.  | Beginning with geography and history the subject leads have looked to build on the curriculum, establishing firm links between KS1, KS2 and EYFS. The subject lead has used the ‘wondering wings’ approach to set in place similar areas of learning for each year group with a clearer sequence put in place. This has been a long journey, one that has involved all staff and one that has needed to regularly evaluated and amended where necessary. This process has started to be used in other subject areas, in particular science. |  |
| Leaders consistently promote fundamental British values and pupils’ spiritual, moral, social and cultural development. | School judged as ‘excellent’ during the 2019 SIAMS inspection. JIGSAW programme invested in since then to bolster curriculum. Senior Mental Health Lead training undertaken. Caring Council in place. Votes 4 Schools. |  |
| Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.  | Behaviour is something no school can take for granted and we work tirelessly as a team to ensure that our pupils maintain the highest standards of attitude, both in school and out in the community. We have a set of core Christian values that are the foundations we have built our behaviour policy on, respect for others and acting with care and inclusivity are key elements of this. We have invested in a wide ranging PSHE programme which supports both behaviour in school and the personal development / well-being of the children. We have a tiered behaviour approach which staff log using CPOMS and although cases of suspension are rare they are used when children’s behaviour puts themselves or others at risk, or when behaviour is persistently disrupting the learning of others. |  |
| Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. | All staff trained, including lunchtime supervisors and administrative team. Policies circulated to all volunteers and governors received safeguarding training also. CPOM is used by all staff to record concerns. Posters around school show children, staff and volunteers who they can approach if they have a concern. |  |
| Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. | All staff trained, including lunchtime supervisors and administrative team. Policies circulated to all volunteers and governors received prevent training also. |  |

**Teaching, Learning and Assessment - Good**

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| **Criteria**  | **In-school evidence** | **Any further Actions** |
| Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.  | Clear learning sequences have been put in place for all subjects, including links to character development. Each class has a set of rules which link to our core values. Staff rigorously enforce our expectations, praising those who conform and using reflection time for those who have not made positive choices (these are then recorded on CPOMS with action to be taken). |  |
| In lessons, teachers develop, consolidate and deepen pupils’ knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. | Clear learning sequences that build upon prior knowledge have been put in place. Pupils who are falling behind are identified either in lesson or via formal termly assessments, a clear SEN protocol is in place to support those who fall behind. Quality first teaching with high expectations is our mantra for learning. This year reading is our main focus and across KS1 and KS2 children who struggle are being identified at least weekly and structured interventions are being put in place. |  |
| Teachers use their secure subject knowledge to plan learning that sustains pupils’ interest and challenges their thinking. They use questioning skilfully to probe pupils’ responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils’ strengths. | The clear learning sequences identify key elements of learning that children need to grasp concepts. This is particularly strong within the geog and hist curriculum and science curriculum. Much work has been done to improve standards in writing and in maths (which now has a greater focus on reasoning skill development as well improving number and calculation). The school seeks to challenge its learners and national assessment results show strong greater depth knowledge (such as with our 2022 yr6 writers, backed up by moderation).  |  |
| Teachers give pupils feedback in line with the school’s assessment policy. Pupils use this feedback well and they know what they need to do to improve.  | A new assessment system has been used to track progress across all curriculum areas. This has helped school leaders identify reading as a key priority for 2022/23. The school’s feedback and marking policy clearly sets out expectations and has recently been reviewed for maximum impact on learning whilst balancing teaching staff workload demands. |  |
| Teachers set homework, in line with the school’s policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. | Do we need a homework policy? | Develop a consistent homework policy this year and share it with pupils and parents. |
| Teachers develop pupils’ reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. | A huge area of improvement over the past four years, adopting white rose within maths and ensuring that children have ample opportunity to practise problem solving, introducing numicon this year across KS1. A new phonics scheme has been introduced to raise standards and to ensure consistency of approach. JC writing is now being embedded across school to raise standards even further. Staff are focusing on reading and making sure that opportunities to practise are available across the curriculum. |  |
| Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.  | Promoting character education across all subjects. Class charters. Restorative approach. Rigorous application of our values and standards. Tracking via CPOMS. Reflection zones. |  |
| Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. | As part of our character work we encourage and promote resilience – Friday Celebrations are an example of this. Questioning and discussion are key elements of our lessons with children encouraged to explore. | Resilience has emerged as a post pandemic concern, with children less confident about taking risks in class. Encouragement to make mistakes. Reward children ‘having a go’ both in class and at Friday Celebration. Collective Worship to target the fear of mistakes. |
| Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. | Feedback and marking policy allow all pupils time for improvement. |  |
| The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. | The school tracks progress right across the curriculum and parents receive a detailed update at key points over the year with clearly stated targets. |  |
| Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning. | A strong element within school. All staff have had training that incorporates this element of safeguarding. Children have access to PSHE sessions via JIGSAW, with the school’s restorative approach aimed at helping change stereotypes and misconceptions. |  |

**Personal Development Behaviour and Welfare - Good**

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| **Criteria**  | **In-school evidence** | **Any further Actions** |
| Pupils are confident and self-assured. They take pride in their work, their school and their appearance.  | We aim to give our pupils the confidence to go and achieve their dreams. This is clear from discussions with the caring council and even in the dining hall. Children are proud to be part of Team GL. | Resilience has emerged as a post pandemic concern, with children less confident about taking risks in class. Encouragement to make mistakes. Reward children ‘having a go’ both in class and at Friday Celebration. Collective Worship to target the fear of mistakes. |
| Pupils’ attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. | The vast majority of pupils come to school wanting to learn, and these attitudes are praised and promoted through our unique behaviour system and through our targeted approach to praise, academic through castle points and spiritually and emotionally with kindness coins. | Resilience has emerged as a post pandemic concern, with children less confident about taking risks in class. Encouragement to make mistakes. Reward children ‘having a go’ both in class and at Friday Celebration. Collective Worship to target the fear of mistakes. |
| Pupils show respect for others’ ideas and views. | Celebration is a big part of what we do, ‘inspiring’ is our number one value and the children will recognise and applaud success from others. |  |
| Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.  | Creating independence is important to us and each classroom has looked at this with equipment readily available to minimise lost time during transitions. To maximise learning a new start time of 8.45 has been introduced.  |  |
| Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.  | Attendance is tracked by key members of the admin team, there have been obvious challenges over the past few years but the school is seeing attendance rates return to pre-pandemic levels in the autumn 2022 year. We work with outside partners where pupils are persistently absent. |  |
| Pupils conduct themselves well throughout the day, including at lunchtimes.  | Values remain the same at lunchtimes as at other parts of the day, the caring council run activities to engage pupils in productive play and the school’s behaviour system supports positive behaviours. | A lunchtime club is offered to older pupils who need some time to regulate emotions and who would benefit from a restorative conversation. |
| The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. | SLT are a constant presence around school, promoting good standards and acting as role models. Staff ensure any low-level disruptions flagged up if it occurs and action taken. Classrooms are ordered environments, staff CPD as well as targeted responses from SLT ensure that plans are put in place and monitored where any concerns are raised. |  |
| Pupils’ good conduct reflects the school’s efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs. | Our CCV are the foundation upon which the school’s behaviour standards are set. They are promoted on a daily basis via Character Charts and awards, as well as the use of reflection time and restorative conversations if needed. |  |
| Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.  | Any concerns are quickly investigated and changes put in place if needed. Pupil voice survey. |  |
| Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. | Clear evidence of this via CPOMS and our restorative approach. |  |
| Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils’ well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. | Clear evidence of this within PSHE curriculum. Any concerns flagged by class teachers, or any incidents that occur inside or outside school are also addressed with additional PSHE sessions, evidenced via CPOMS. |  |
| The school’s open culture promotes all aspects of pupils’ welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.  | This is the school’s culture, as well as being addressed via PSHE curriculum. |  |
| Pupils’ spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. | This is the school’s culture, as well as being addressed via PSHE curriculum. |  |

**Outcomes for Pupils - Good**

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| **Criteria**  | **In-school evidence** | **Any further Actions** |
| Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points. | Assessments and in school data support this, as do national assessments. | Subject leads to carry out further monitoring, including speaking with pupils and carrying out learning walks. |
| In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points. | Assessments and in school data support this, as do national assessments. | School improvements for 2022/23 is targeting reading to close the gap further. |
| Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.  | This is the main target for 2022/23. National data shows that pupils are doing well in KS1 and KS2, phonics results for Yr1 have been consistently above or in line with national averages, except in 2022 where a dip has been identified. | New phonics programme introduced for 2022/23. Reading curriculum revised and amended to allow for more opportunities to read and for pupils to improve comprehension skills across school. |
| Pupils’ progress is above average or improving across most subject areas. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas. | Evidenced in national data where school has been in top 10% across the country for progression. |  |
| From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. | Evidenced in national data where school has been in top 10% across the country for progression. |  |
| Where attainment overall is low, it shows consistent improvement. | This is the target for reading and phonics following an identified drop – attributable in part to the pandemic. |  |
| Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans. | Evidenced in national data and in feedback from Teesdale School, who state that are pupils are well-prepared. |  |

**Effectiveness of Early Years - Good**

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| **Criteria**  | **In-school evidence** | **Any further Actions** |
| Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children’s outcomes.  | GLD consistently above national average. A curriculum that has been revised and validated by local authority. An EYFS Lead who has been invited to a lead an improvement hub for the local authority due in part to the good practice identified at Green Lane. |  |
| Leaders ensure that children’s needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.  | Strong partnership with local authority EYFS lead to ensure the curriculum meets the needs of pupils and that changes are put in place wherever needed. |  |
| Safeguarding is effective.  | Daily risk assessments carried out and personalised ones put in place where needed. EYFS lead is a deputy safeguarding lead. |  |
| Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.  | Validated by local authority. |  |
| The curriculum provides a broad range of interesting and demanding experiences that meet children’s needs and help them make progress towards the early learning goals.  | Curriculum has evolved to better meet the needs of the pupils, ensuring that the rural nature of the school is exemplified. Children therefore make excellent progress, achieving high levels of GLD. |  |
| The quality of teaching is good.  | Quality of teaching is excellent and the EYFS lead has been asked to lead a good practice hub for the local authority. |  |
| All adults have high expectations of children based on accurate assessment of children’s skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children’s learning and development to plan activities that are suitably challenging for all children.  | A strong team exists in EYFS, with an HLTA and dedicated enhanced teaching assistant working under the guidance of the EYFS lead. They meet each week to discuss the curriculum and the needs of pupils. |  |
| Parents and carers contribute to initial assessments of children’s starting points and are kept well informed about their children’s progress. Parents are encouraged to support their children’s learning and development at home.  | Parents contribute before children start and are then invited to support children at home, via phonics workshops, etc. Parental engagement is very good. Children in school from day one with Teddy Bear’s picnic, workshops in place for early maths and early reading. Weekly posts of information. Supported with eLibrary too! |  |
| Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other. | There are many opportunities in the learning environment for children to become absorbed in their learning. The curriculum has been well thought through, is progressive. Moderated by DCC and commented on by leadership advisor, who said: *The Early Years environment is particularly well-planned to ensure that the youngest children have access to high-quality resources and a high-quality learning environment.* |  |
| Children’s behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other’s differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.  | Reinforced through our CCV and through the characteristics of learning. Character Chart is used in EYFS as it is throughout school. |  |
| Children, including those who have special educational needs and/or disabilities, make consistently strong progress from their starting points. Children develop the knowledge, skills and understanding needed to make a positive start to the next stage of their education.  | Experienced staffing team ensure that all pupils’ needs are met. |  |
| Where children’s starting points are below those of other children of their age, assessment shows they are catching up quickly. Any differences between the attainment of groups, including those for whom the school received additional funding, and all children nationally, are diminishing. | No trends in attainment. |  |

**School Performance Headlines 2021/22**

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**Subject Leads and Governor Subject Links**

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| **Subject:** | **Subject Lead:** | **Governor Subject Link:** |
| Early Reading | Nic Linsley |  |
| KS2 Reading | Alec Lees |  |
| Writing | Alec Lees |  |
| EYFS | Nic Linsley |  |
| History | Tilly Lanagan |  |
| Geography | Tilly Lanagan |  |
| Music | Alison Hartley and Sue Scarre |  |
| RE | Alison Hartley |  |
| PE | Ryan Gayles |  |
| Maths | Rob Goffee |  |
| Science | Sue Scarre |  |
| Art and Design | Helen Stannard |  |
| Art | Helen Stannard |  |
| PSHE | Abbie Cone |  |
| IT | Alec Lees |  |
| MFL | Abbie Cone |  |
| SENCO | Helen Stannard |  |
| Safeguarding | Rob Goffee |  |
| GDPR | Caroline Maughan |  |