Crossley Fields
Junior & Infant School

Unity, Perseverance, Positivity, Loyalty, Individuality, Ambition

Self-Evaluation – September 2022

Quality of Education

Curriculum

Reading teaching is primarily focused on the key skills required for all readers to succeed. It is specifically designed to teach the skills of reading in a hierarchical fashion, with lower ability readers spending more time on the earlier skills (fluency and words in context) to build confidence and understanding so that they can make progress towards the more demanding skills in literal retrieval and inference. This means almost all children are able to access mainstream Reading lessons from Y2-Y6.

Teachers concentrate on '3 minute' individual reads with children throughout the week, and children have access to high quality age appropriate texts in class libraries, and access to library books in both key stages which they can take home. Where necessary lower ability readers in KS2 are also sent home with a staged reading book.

Daily phonics lessons are taught in EYFS and Year 1 and for Y2 who did not pass in Y1. , with KS1 groupings reflecting children's current phonetic knowledge. Catch up phonics sessions for Y1 and Y2 children are also held as appropriate. The school has adopted the Essential Letters and Sounds from September 2022, having used the past year to road-test many schemes.

Year 1 and lower Year 2 start written comprehension when ready and from Year 2 upwards, a dedicated reading skills lesson is taught daily. These lessons (approx. 40 minutes) focus on the same portion of text for an extended sequence of lessons. Teachers ensure that, across the year, children accessed a whole range of text from a variety of genres. In addition to this, the majority of English lessons are based around high quality texts.

Writing is taught primarily through a high-quality text driver (although film clips and school visitors also provide this) and are split in to three main phases. Immersion, WAGOLL, Skills and Product. The children are introduced to the text and explore in detail the themes, character and challenges the text presents through a range of oral and written activities. Following this, the children systematically analyse a WAGOLL of the expected written piece for key features, vocabulary and skills. Teachers then deliver a carefully-planned sequence of lessons to teach children these skills so that children have the opportunity to include them in their writing. Children then draft their written piece, using the skills taught as well as writing scaffold where necessary such as vocab mats, dictation, devices, sound mats, and dictionary/thesaurus and before editing when appropriate.

Maths lessons follow a highly structured mastery CPA model which progresses through fluency teaching and consolidation, in to reasoning and problem-solving activities. The sequence of lessons takes children through CPA strategies for fluency and then for reasoning, meaning the majority of children are accessing the same fundamental skills and objectives, with scaffolding coming in the support given and the strategy used.

Foundation Subject leaders have written detailed, bespoke skills progressions to ensure the progression of skills across school and to ensure learning is built-upon year-on-year.

Subject knowledge tiles, which detail the knowledge and understanding to be taught in each subject topic have been written to give teachers a basis from which to plan learning. These currently exist for Science, Geography PSHE and History. Music is being taught through the *Charanga* scheme of work, whilst R.E. follows the agreed local syllabus and ICT follow the Primary Computing scheme from NCETM.

PSHE has an extremely high priority at school, and the school's curriculum for this subject has been created with extensive input from parents. Lessons are taught weekly, alongside both specific and implicit lessons to support the development of character education. These activities are based around the characteristics of effective learning and encourage resilience, team-building and problem solving.

The school's core values are explored through assemblies and relevant lessons such as PSHE.

Whole School topics bring the school together three times a year with a focus on one curriculum area for the whole school to address or an aspect of the school's work that needs highlighting, such as a Unity topic in September 2021.

Disadvantaged children are prioritised for 1:1 and small group support from their class teacher, with their learning being marked and assessed by the class teacher (alongside the child) on a very regular basis. This is demarcated by the use of blue teacher pen in the child's book. These children are also a focus of 1:1 reading opportunities with an adult (including adult volunteers) while in school and are a priority group for external school sports events.

Pupil premium children have fully-funded breakfast club places (where needed) and financial help is given towards the cost of school trips and visitors to ensure all children have an equal chance to take part in these enriching learning experiences.

Catch-Up and Recovery has seen an experienced teacher work with children individually or in small groups on a daily basis. The learning could be: pre teaching; working through any misconceptions that may have taken place in lessons; discussing exam techniques; re reading texts to ensure understanding or focused vocabulary work.

Experienced Y1/2 ETAs work with children who have been identified as having gaps in their phonic knowledge and taught in regular focus groups.

In addition to this, the school's recovery premium has been used in part to subscribe to the Century Online Learning Platform. All KS2 children have had access to this which will continue into 2022-2023.

Subject Knowledge

In addition to the skills progressions and subject tiles, regular subject-specific staff training is held throughout the year. This has included art training on brush-strokes and painting techniques, drawing skills as well as musical training on using tuned instruments correctly.

'How to Guides' for reading, writing and mathematics detail the core expectations for the teaching of this subject, which teachers and teams are then encouraged to be creative around, still giving teachers the autonomy to present skills and knowledge in ways they know will most engage the children. These documents are directly compared to in learning walks, lesson visits, book scrutinies and pupil progress meetings.

The aim of feedback is for it to be timely and effective, and the school has had this as a key priority in 2021-2022 and moving into 2022-2023. Teachers and support staff are encouraged to give in-lesson verbal and written feedback as much as possible, blue pens are used by teaching when marking in-

lesson with a child in this way, and it allows children to reflect, edit, improve and move on in their learning.

Learning Environment

Focus vocabulary has a very prominent place in classrooms, enabling teachers to easily reference prior learning in relation to current learning.

Children are sat in mixed ability pairs when applicable to create a more aspirational learning environment for all. Teachers follow a 'no-hands-up' approach to lessons, to try to ensure engagement in the lesson from all children, and the regular use of talk partners in lessons furthers this.

Weekly planning meetings are held to share ideas and good practice and ensure that staff are equally sharing the workload of preparing lessons. Staff prepare resources for all classes within the year group.

Furthermore, staff are actively encouraged to explore multiple ways of recording learning, rather than being solely book-based. Photographical evidence is regularly used to capture outdoor learning, physical activities, P.E. learning and active learning.

Some subjects provide high-quality, pre-planned lessons for teachers to adapt, enabling them to teach high-quality lessons with no unnecessary workload. This includes R.E. Music and ICT. These schemes explicitly reference the skills being taught in each lesson to ensure that a clear and obvious progression of skills still takes place in these subjects.

Assessment

Teachers make end-of-term summative assessment judgements on all pupils in reading, writing and mathematics. This data follows a point in time assessment model to ensure that children at risk of falling behind are identified early so that effective provision can be put in place.

This data is then analysed and unpicked by staff in preparation for their pupil progress meetings which follow.

One Summative assessment week (June) is used to consolidate on-going assessments through the year and provide a clearer picture of children's overall attainment. This data, alongside teachers own assessment data and judgements, is used to create an overall teacher assessment judgement of that child's attainment.

O-Track is used to record formative assessments in both core and foundation subjects and is part of the school triangulation timetable.

Leadership & Management

Vision

The school's leadership team has a clear vision for the school, communicated successfully through shared understandings, messages, protocols and procedures. The adults in the school work particularly well together as a supportive team towards shared goals, which leads to a happy and successful school for all.

A Whole school calendar means all teaching and support staff have advanced notice (wherever possible) of events and specific dates during the term, as well dates for lesson visits, pupil interviews, book scrutinies and data collections. Furthermore, most subject leaders have had the chance to lead at

least one staff meeting over the academic year in order to upskill staff and also gather evidence of the skills being taught in each year group. Subject leaders are given time to 'deep dive' into subjects.

At Crossley Fields we expect consistently good teaching across the board. Not every lesson can be outstanding, but a diet of good and outstanding teaching ensures sustained progression for all. It is clear that generally our children make rapid and sustained progress as a direct result of the high quality of first wave teaching. Much of the teaching is outstanding and across key stages and subjects it is not less than consistently good.

Pupil interviews take place regularly as part of the triangulation process either by Senior Leaders, Middle Leaders or Subject Leaders.

Regular learning walks take place, in direct reference to the 'How to' guides and other school policies.

Once a term, staff meetings are devoted to sharing things teachers are particularly pleased or proud of regarding the children's learning.

Outside agencies have been used to provide more specialist support to areas of the curriculum that are relevant to the needs of the children such as Autism Whole School Training.

Subject leaders, through staff training, have the opportunity to trial new initiatives in particular year groups before potentially 'rolling out' to the rest of the school. Subject leaders have started to carry out learning walks with a member of the Senior Leadership Team. Subject leaders continue to use training opportunities such as Network meetings, moderation with other schools and national courses such as Mastery Mathematics to develop subject expertise. Subject leaders have completed action plans to ensure that the curriculum is progressed and reviewed as individual subjects.

Appraisal systems, with one target specifically linked to an area of school that staff have responsibility for, have allowed a greater focus and attention to be given to specific subjects leading to the structure and implementation of focused training and allocated curriculum time such as a 'Geography afternoon'.

ETA appraisals have been introduced using a similar format as the teachers, with this being brought into the same timeframe as teachers from 22-23.

A policy review timetable has been established to address all relevant policies on a regular basis both with staff and with governance.

Developing Staff

Since the introduction of our new subject driven curriculum we have devoted many staff meeting hours to the 'upskilling' of teachers in different subjects or areas. Our Early Years team have also led a meeting discussing the introduction of the new curriculum, to the Governing Body.

English and Maths teaching has evolved over time and teachers have shared that journey. After the initial implementation of the teaching sequence staff were asked to think deeper around the teaching and assessment of writing, reading and maths. This led to the 'How to Guides' to clearly illustrate how the core subjects are planned and taught and to ensure all children receive the same high quality teaching.

Most recently, an EEF project -'Positive Outcomes'- has given the two deputy Headteachers the chance to use evidence based research to inform changes to how we provide feedback to children to ensure they make progress. This is a process that will be shared with staff and develop over time. It

will require some real changes in mind-set and therefore needs to be based on well informed, evidence based research. Individual targets for reading, writing and maths for children have been developed.

The use of the online assessment platform 'O Track' has been used for the last 5 years. From a basic starting point we are now moving to assessing all subjects. Leaders can access data from all year groups and subjects. SEN and PP groups as well as any other vulnerable group can be tracked as a cohort or year group.

Nine members of staff have applied for and have been successful in a wide ranging numbers of NPQs in the past year, including the NPQ for Headship, the NPQ for Leading Literacy, the NPQ for Early Years, and the NPQ for Leading Teaching.

Engagement

Links have been built with local schools. Heads meet frequently as a pyramid to share best practice. Moderation of Reading, Writing and Maths takes place termly between year group teachers, moderation with other schools also takes place. The school hosted the EYFS Network where other EYFS teachers visited school to discuss practice. SENCOs meet half termly with a Local Authority Educational Psychologist as part of an Additional Needs Partnership. This is a solution focused approach to identifying and meeting children's additional needs in our school through utilising SENCO expertise within the pyramid.

Over the last two years or so it has been difficult to engage directly with parents, even when restrictions were lifted parents and some staff were hesitant to come into school. We have used weekly letters from the head, the website and class email addresses to keep parents informed and to be aware of what is happening in a child's life outside of school. Half Termly newsletters are also sent out from year group.

We have made a strong link with the local bookshop to ensure the best quality reading books for our children. The owner has also become a governor which means we have a reading advocate on our governing body.

Parent volunteers are welcomed into school and their number has risen in recent months.

The school has strong links with a local hospice and has raised over £4000 for them in the past year.

We have continued to host teaching students throughout the pandemic and will continue to do so.

Well-Being

The school has undertaken two well-being audits in the past year to ascertain the well-being of staff and has acted upon any major concerns. This has included appointing a Mental Health Champion and team to work alongside her. Pupil wellbeing is high priority for staff, and as well as developing supportive relationships with children, staff have recently developed emotional 'check'in' systems in their class. This provides further opportunity for children to identify how they are feeling, with staff taking time to offer support to those who may need it. Staff have also had recent training on supporting children's emotional wellbeing and behaviour as communication.

Training days are formatted to allow some time for well-being whether as part of the day, or finishing the day earlier to allow staff to do other things.

The Positive outcomes staff meeting also feeds directly into well-being and celebrating successes rather than purely on development issues.

Involvement in the EEF project to investigate feedback will hopefully increase staff well-being ultimately.

The Head Teacher writes a weekly Memo reflecting on events around school in the past week but also to highlight any major events coming up, or any specific issues relating to school.

An Open door policy allows staff and parents to meet more informally in the first instance and therefore to sort any issues immediately.

The half termly Wellbeing raffle highlights staff as individuals and rewards five members of staff each half term.

PPA at home has been given as an option if staff feel it would improve their well-being.

Staff meeting time has been allocated for SEN reviews with some teachers given additional time and support to start MSPs.

Governors

We have a Governing Body whose skills and interests are varied, and whose talents support the work of the school in many ways. It is the school's purpose to ensure that the Governing Body are as well-informed as possible through presentations from staff at available meetings, and through the use of 'One-Pagers' and recorded presentations if greater detail is needed.

Governors ask relevant, pertinent and challenging questions, and hold the school to account financially, educationally and ethically.

The Governing Body has undergone a recent Skills Audit which has fed into the training and support Governors wish to give the school, and Year Group Governors have been established so there is a direct link to the everyday work of the school.

The School Development Plan, its Self-Evaluation and its Policy Making are discussed at each meeting.

Governors sit on one of the two committees in school, Resources or Curriculum & Standards in addition to the Full Governing Body.

Safeguarding

The school uses CPOMS as its central record of concerns in relation to monitoring safeguarding concerns. The Head Teacher is the DSL with both Deputy Head Teachers and a Learning Mentor also trained as DSL's. Some CIN cases have been allocated to specific Deputy DSL's to develop the understanding of the case in addition to developing the experience of each Deputy DSL.

Training around Safeguarding is regular and timely and relevant to the needs of the school and its community. All statutory training is up to date including Child Protection and PREVENT, but further training for staff on issues that are becoming more prevalent or could become so are also undertaken, such as training on Peer on Peer abuse or Domestic Abuse awareness.

There is a culture of 'Never do nothing' and 'Safeguarding is everyone's responsibility' within school. Staff are kept up to date with changes in Safeguarding legislation such as the KCSIE and are asked to sign up to say that they have read and understood it. This is followed up at regular points through the year to consolidate and test understanding.

The school has a 'Vulnerability Group' who meet half termly to update themselves on key families or children. This group consists of the Head Teacher, both Deputy Head Teachers, the SENCO, the Learning Mentor and the Attendance Officer. The school uses the North Yorkshire Vulnerability Checklist to identify specific vulnerabilities and the severity of this need.

Personal Development

Broader Development

Foundation Subjects encourage the talents of all pupils, musical, physical, social and spiritual with a move to Enrichment afternoons directly impacting on children's choice. Y4 take the Wider Opportunities Programme where all learn an instrument, with some continuing this after they finish.

The school takes part in all sporting events it can physically do through the Pennine Sports Partnership, and hosts events including the local Cross-Country and a KS1 SEND event. The school moved to a more inclusive Sports Day in 2021 where all children could be involved, but also allowed for 'elite' athletes to take part in a separate event following this in KS2.

The school hosts Careers Events for our oldest children where professionals from a variety of careers are invited in to school to discuss career path and qualifications. The Y6 Enterprise topic has been introduced to allow children to understand the basics of commerce.

Participation in wider community events such as Young Voices, and Community Carol Concerts is commonplace.

Charity fund-raisers have been commonplace, raising money for The Kirkwood Hospice, community fund-raisers, and raising money for school also. The school takes a full part in the Mirfield Remembrance Parade each November.

Involvement in the Living Streets Project encouraging walking to school.

Character Education

The school has identified character education as a key driver to success in learning, and staff have been involved in training which promotes this. Specific subjects make reference to characteristics of effective learning such as PHSE and PE.

The school actively promotes Active Learning, and Learning Outdoors in any appropriate subject, and children respond well to this. All teachers planning actively promotes children developing characteristics of effective learning beyond the Foundation Stage.

Preparing for Next Steps

Before children join us we have close contacts with early years providers (up to 27 yearly) and have a clearly designed programme to ensure children join smoothly.

EHCP children have regular and timely reviews to move both within our school and onto other schools if necessary.

There is a secure transition to secondary school (up to ten schools yearly) and where children are felt to need a more detailed transition, school moves to ensure this is in place.

Values

The Behaviour Policy and our Anti-Bullying Policy reflect the core values we wish for our school.

Behaviour & Attitudes

Learning Walks, carried out by SLT, have commented on the 'calm and purposeful manner of learning,' supporting the view provided by many visitors to the school.

There continues to be a decreasing number of children receiving five warnings as part of the behaviour policy.

School rules and warnings are present in classroom, and the implementation of this is consistent in every classroom, and around school and playtimes and lunchtimes.

Attitudes to Learning

Children's attitude to learning is outstanding and their enjoyment is clear to see.

Character education has been promoted through staff meetings and linked with the establishment of the new core values. Outdoor education has provided a useful vehicle to facilitate character education with teachers accessing specialised staff training sessions to implement and support attitudes to learning in this context.

Attendance

Attendance across 2021-2022 was consistently above national and local levels and we would expect to see further increases in 2022-2023. Unauthorised absences also rose over the course of the pandemic and these families are being targeted by the school in conjunction with the LA, as does the punctuality of several families and again these have been identified and support is being put in place.

Monthly awards for classes have been introduced in 2021-2022 and this has been reported to parents and to the rest of the school community through a recorded message from the Head Teacher.

The Attendance Policy has been re-written in the light of the testing and self-isolation rules changing, with a move to a 'Re-set' on Attendance from April 2022. Whilst the school remains above local and national levels it wants to aim to get back to pre-pandemic levels of 97%.

Fixed-term exclusions are very low, and in 2021-2022, they were only given to two children.

Culture

Vulnerability meetings (once a half term) have continued to 'pool together' information for the most vulnerable children within school so that support and provision can be amended accordingly.

Safeguarding training for staff members has been carried out to ensure that all members of staff have the most recent up to date training and awareness in this area.

Staff training has provided the opportunity to develop an awareness of special educational needs to meet the changing cohort of children entering the school.

Outside agencies have provided specialist training to children and staff members where relevant in order for provision to be amended to meet their needs best. This has included the traded service agreement with speech and language services and newly formed established relations with a local specialist school.

Anti-Bullying

Staff members are pro-active when dealing with behaviour of a discriminatory nature by dealing with issues effectively and involving senior leaders when appropriate.

Early Years

Leadership

We ensure the aims in EYFS are met by using the EYFS Framework's overarching principles and DMS:

- Unique Child High quality care
- Positive Relationships (including parents) Enabling environments (teaching and support from adults – the curriculum and assessment) Learning and Development.
- Self-regulation

These principles are used for weekly planning meetings and feed into the FS Vision.

Teachers are constantly assessing children and ensuring that the learning environment is challenging and meeting the needs of all the children. Teachers and support staff are also aware of what the next steps are in order to move the learning forward.

The content and sequencing of lessons is clearly thought out using a topic based curriculum and follows Development Matters, however with an increase in the number of complex SEND children being admitted to school, we will use Birth to 5 Matters for such children as this will show more detailed progress.

The Characteristics of Effective Learning are also embedded into the FS ethos. This ensures that children are deeply engaged and highly motivated to learn, providing the children with the resources and adult support where needed.

Teaching

At the start of the Reception year, most of the learning is child initiated with skilled staff interacting as appropriate and carrying out observations as part of Baselining. Parents fill in questionnaires at the beginning of the year so teachers can gather the information they need to support the child's interests and ensure the provision both indoors and outdoors is suitably challenging.

As the year progresses, the teachers plan more adult led and focused activities to ensure the children are making progress from their starting points and are Year 1 ready.

There is a huge focus on language development, ensuring high quality texts are used and key vocabulary is taught. These texts are linked to the topics and children's interests.

The physical environment is adapted daily and activities modelled by the teacher allowing the children time to learn new skills or consolidate prior learning.

For children with SEND, individual work stations are set up so they can work on their individual targets and achieve the best possible outcomes**.**

Curriculum

The curriculum is relevant to our cohort and takes into account the different needs and interests of children. We believe that learning should be fun, engaging, promote independence and suitably challenging. We take into account the outcomes of the parent questionnaires and plan our curriculum accordingly.

Once baseline assessments have been carried out then daily phonics, English, maths are taught in a logical progression. Teachers keep detailed records of individual children ensuring all children make progress and achieve the best possible outcome by the end of the year.

Daily discrete phonics lessons are carried out to support children to read. Their reading books closely match their phonics knowledge.

Children are quickly identified who need 'catch up' phonics and receive extra daily support. The phonics sounds and harder to read and spell words the children learn each work are also sent home to parents so they can support at home. We also plan on hosting a phonics and reading parent information evening for FS and Y1 parents.

Communication and language is developed by singing songs, playing games, reading stories and having lots of back and forth conversations with the children. There is a rich language environment including 2 circle times per day, which are carefully planned for and allows children time to talk. The NELI programme has been used in the past and is to be considered again in 2022-23.

Staff will read stories, rhymes and fiction books throughout the day to encourage language development and the love of reading. FS children also take a library book home each week and this year we will be sending home story bags.

Progress

Detailed baseline assessments for all 7 areas of learning are carried out within the first 4 weeks of reception. Alongside DFE Baseline assessments. Teachers carry out summative assessments termly and enter all data onto OTrack. Data is scrutinised and team discussions and pupil progress meetings termly. Teachers are continually assessing the children's progress and the curriculum adapted to meet individual needs.

Detailed meetings are carried out with Year 1 teachers to ensure a clear transition. The children adapt to the Year 1 curriculum extremely well and are more than ready for the next stage of their education. We have a whole school focus on Character Education.

Parents are kept informed of their children's learning by weekly newsletters and phonics homework sent home and guided reading books. Also WOW moments / observations on Tapestry for parents to view and encouraged to send their own observations to the class teacher.

Children with SEND have their individual needs met with the use of learning stations with detailed planning linked to their EHCP targets, resources and daily meetings with the class teacher. Children who require Speech and Language interventions have 1:1 sessions, after being assessed by our in-house speech therapist who provides individual S&L programmes.

Children with MSP also have their needs met by making sure their individual targets are integrated into the provision and supported by ETA / class teacher.

PSED

During the first few weeks in Reception there is a clear focus on attitudes and behaviour expectations by discretely teaching The Characteristics of Effective learning. Last year, the teachers identified some children were quite solitary and needed support to build relationships and develop their communication skills. Focused activities were developed to support these children with really positive outcomes.

During anti bullying week the FS had a clear focus on self-regulation and how we can feel different emotions. This then led onto how we can solve conflicts.