



School Self Evaluation 2021 - 2022

As a school we regularly evaluate our effectiveness in order to identify areas for development and areas of good practice.

The report below is a summary of our working document based on the last set of validated data (2019) and our review practice since then. The document reflects our response to Covid lockdowns, our commitment to enhancing opportunities for pupils in light of the pandemic and our assessment of current practice within school.

Boarshaw Primary 2019 results

EYFS Good level of Development: 59% (National 72%)

Phonic Screening: 68% (National 82%)

Key Stage 1: Reading: 74% (National 75%)

Writing 62 % (National 69%)

Maths 77% (National 76%)

Reading, Writing and Math 59% (National 65%)

Key Stage 2: Reading :73% (National 73%)

Writing 78% (National 78%)

Maths 88% (National 79%)

SPaG 80% (78%)

Reading, writing and maths 68% (National 65%)

STRENGTHS

- Safeguarding is effective
- Teaching and Learning is good
- The curriculum is carefully planned to ensure progression in skills and knowledge and ensure a broad and balanced offer.
- Reading is given high priority.

NEXT STEPS

- Pupils retain prior knowledge through the use of well-planned flashbacks to re-visit prior learning.
- Further opportunities to enrich the curriculum and develop pupil's cultural capital.
- Close children's word gap by supporting them to develop a rich vocabulary.

Quality of education is judged to be GOOD.

INTENT

- The Boarshaw Curriculum has been designed so that all pupils are provided with the knowledge, skills and cultural capital they need to be successful learners.
- The curriculum provides the knowledge, skills and experiences to prepare children for the next stage of their school life and future employment.
- The curriculum promotes curiosity and independence.
- The Curriculum offer at Boarshaw Primary is broad and balanced. English and Maths are prioritised so that children have the necessary basic skills to successfully access the whole National Curriculum and school enrichment programme.

IMPLEMENTATION

- Teachers have excellent subject knowledge through good training opportunities, coaching and PiraMidd Partnership work.
- Good teaching ensures that children make good progress, are challenged in their learning and have the opportunity to address misconceptions and gaps in knowledge.
- Reading and reading skills are promoted throughout the curriculum and the school's approach to teaching reading, including phonics, promotes fluency, confidence, variety and enjoyment in reading.
- The curriculum plan for the school allows children to build on previous knowledge and apply skills and knowledge across the curriculum.
- The remote learning offer is closely linked to long term plans and offers access to the whole curriculum.

NEXT STEPS:

- Swiftly identify gaps in learning and use targeted teaching to ensure children make rapid progress.
- Enhance children's Cultural Capital through the use of school visits, visitors and enrichment opportunities through the Boarshaw Primary Promise and enrichment programme.
- Enhance the training opportunities for teachers across all subjects.
- Embed the new phonics and reading scheme across school.
- Support children in developing a love of reading, ensuring they have a wide variety of new and classic books to read.
- Further develop teaching, learning & assessment in Foundation Subjects.
- Ensure that children at Boarshaw achieve as well as other children locally and nationally.
- Increase the number of children achieving Greater Depth in Reading, Writing and Mathematics.
- Support the high number of In Year Transfers to settle in quickly, establish baselines and cater for individual needs swiftly.

IMPACT

- Pupils, in all groups, achieve well matching local and national averages in terms of attainment and progress.

Behaviour and attitudes are judged to be GOOD.

- The school has high expectations of pupils' behaviour and 'Being Boarshaw Brilliant'; is understood by all.
- Children know that staff know and care for them and this helps them face challenges in life and learning with increased confidence.
- Bullying is not tolerated and is acted upon swiftly.
- Children with Social, Emotional and Mental Health needs that impact on their ability to consistently be 'Boarshaw Brilliant' have bespoke support plans and a comprehensive support package in place to support their individual needs.
- Zones of regulation are used to support all children but particularly with children who struggle with regulating their emotions.
- High quality nurture provision is available to all children.
- Well trained staff are able to support all children in developing positive attitudes towards learning, peers and belief in themselves.
- Good attendance and punctuality are promoted by all staff.
- Most pupils have good attendance, support offered to all children and families where attendance is not as good as we would like.
- Suspensions are used appropriately with comprehensive reintegration programmes for children requiring them.
- Permanent exclusion are used as a last resort.
- Relationships in school are positive and respectful.
- Children are taught how to keep themselves safe in school, outside of school and online.

NEXT STEPS:

- Embed Zones of regulation.
- Attendance for targeted children improves.
- Punctuality for targeted children improves.
- Nurture principles and attachment practices are embedded.
- Enhance break and lunchtime provision by offering a increased range of activities.
- Support high numbers of pupils transferring into school to swiftly learn how to be "Boarshaw Brilliant."

Personal development is judged to be GOOD.

- The curriculum enhances pupils' spiritual, moral, social and cultural development and is designed to develop "the whole child", encouraging independence, curiosity, self worth and resilience.
- Children are encouraged to be happy, be safe, be respectful, be healthy and be active and taught ways to do this successfully.
- Well trained staff support children with their mental health, recognising the impact the pandemic has had on children and encouraging them to foster healthy relationships and recognise their own limitations.
- British values of democracy, rule of law, individual liberty and mutual respect and tolerance underpin the curriculum.
- Pupil groups ensure that leaders are aware of and act upon pupil views/ opinions.
- Children are tolerant and respectful recognising ways in which they are similar and different.
- School core values promote equality of opportunity and diversity.
- The Boarshaw Primary Promise and enrichment programme provide children with the opportunity to develop, showcase and celebrate a range of interests and talents.

NEXT STEPS

- Behaviour policy and school routines are consistently reinforced by all staff.
- Zones of regulation used across school to support children regulating their emotions.
- School core values are consistently reinforced helping children to be tolerant and respectful.
- Boarshaw Primary Promise and enrichment programme offers a range of opportunities.

Leadership and management is judged to be GOOD.

- Leaders know the school well and are focussed on all children achieving their potential.
- Leaders ensured that places were available in school during the 2020 and 2021 lockdowns for all eligible children requesting one with 50% of the school attending during the Spring 2021 lockdown.
- Leaders are committed to developing teachers both serving and future through high quality CPD and networking opportunities for serving staff and through the school based teacher training programme with MMU.
- Leaders support staff to develop their leadership skills through involvement in NPQ programmes for middle and senior leaders.
- Leaders work closely with PiraMidd schools to promote excellence.
- Leaders work with staff to ensure they have a good work life balance, feel valued and are able to look after themselves mentally and physically.
- Leaders do not tolerate bullying and harassment and use policies and procedures effectively to ensure staff feel safe and valued.
- Governors dispel their role effectively and are able to challenge leaders appropriately
- Governors fulfil their statutory duties.
- Leaders work hard to make sure safeguarding is effective. Safeguarding training is rigorous.
- Leaders work proactively with a range of outside agencies effectively to ensure pupils are safe and those requiring additional support have a school based advocate who knows them to ensure their voice is heard and outcomes are improved for them.
- All Senior Leaders have L3 Safeguarding training, a DSL is always on site/ contactable.

NEXT STEPS

- Ensure teaching and tutoring is used effectively to raise attainment and increase progress.
- Develop robust ways to capture pupil and parental voice.
- Enhance parents further in school and their children's learning – workshops, stay and play sessions etc
- Recruit additional governors and provide robust training for them.
- Develop middle leader/ subject leader networks across PiraMidd schools to further develop the Boarshaw curriculum offer in Foundation Subjects.

Quality of early years education is judged to be GOOD.

INTENT

- The Curriculum is designed to ensure that all children make progress and are given the opportunity to develop attitudes towards learning that will help them be successful and confident.
- The curriculum encourages children to be creative, active, healthy and happy.
- The curriculum places a strong emphasis on Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language. Oracy is embedded into every aspect of the curriculum to ensure pupils future success.
- Communication particularly speaking and listening and the development of reading, including phonics, writing and mathematics are central to the curriculum.
- The curriculum is designed to prepare children for the next stage in their learning.
- Rising Stars is used to support children with their phonics.
- NCETM Mastery Maths is used to embed strong basic number understanding.
- The curriculum offers a range of practical, first-hand experiences that builds resilience, ambition and a lifelong love of learning.

IMPLEMENTATION

- Teachers plan learning that is engaging and exciting.
- Good quality training ensures that staff are confident delivering the new EYFS curriculum
- Good teaching ensures that children make good progress, are challenged in their learning and have the opportunity to address misconceptions and gaps in knowledge.
- Reading and reading skills are promoted throughout the curriculum

NEXT STEPS

- Embed new curriculum.
- Use well planned provision areas to support children's language acquisition.
- Introduce Rising Stars Rocket Phonics as the chosen synthetic phonic scheme, provide training to staff and support to parents.
- Enhance outdoor provision
- Work with partner schools to develop curriculum offer and staff expertise.
- Use stay and play as a way to develop home school partnership.
- Support parents in ensuring their children read regularly and well.
- Ensure there is a robust transition programme in place to aid transition to year 1.

and staff promote a love of reading through a varied offer of high quality books.

- The learning environment promotes learning, excitement and curiosity.
- The remote learning offer is closely linked to long term plans and offers access to the whole curriculum.

IMPACT

- Pupils, in all groups, achieve well matching local and national averages in terms of attainment and progress.
- Children make good progress from their starting points and are prepared for learning in Year 1.
- Children are curious and excited about learning, using their developing language skills to describe what they have learnt.
- Children enjoy reading and can talk confidently about stories they enjoy.
- Children have a secure understanding of basic number and have firm foundations to support their learning in Year 1.