



Little Eaton Primary School

Self-Evaluation Summary



The context and characteristics of the school

- Little Eaton Primary is a single entry semi-rural village school with 218 children split over 7 classes. The majority of pupils live within the village (90%).
- Our Local Deprivation Index Ranking within Derbyshire is:
 - KS1 202/298
 - KS2 176/287
 - o Our Pupil Premium count is 7.8% (17 children).
 - o We have 6% of children from ethnic minority groups (12 children).
 - o We have 2% of children with English as an additional language (4child).
- Our SEN% is 12.3% (27 pupils). Three children are SEN with EHCP (1.3%). One child is in receipt of Graduated Response (GRIP) funding.
- EYFS profiles indicate that attainment on entry for the majority (82%) of children is typical or above in reading and writing and maths (*baseline data*). Children below typical are targeted. Data to be updated in April 2021.
- We offer wrap around care to approximately 30% of pupils through our breakfast and after school club. This is staffed by teaching assistant staff in the main and is managed by a member of the school staff. Currently our figures are below this due to Covid restrictions.

- Staffing
 - o The Headteacher + 7.5 full time equivalent teachers
 - o We have an experienced staff team that is largely stable.

Headline Data 2021

Reading

	OVERALL: CURRENT YEAR				OVERALL: 2019 - 2020				EXPORT RESULTS TO EXCEL
	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	
Year 1 (30)	20% (6)	40% (12)	40% (12)	80% (24)	27% (8)	50% (15)	23% (7)	73% (22)	
Year 2 (30)	43% (13)	40% (12)	17% (5)	57% (17)	9% (3)	67% (22)	24% (8)	91% (30)	
Year 3 (33)	21% (7)	52% (17)	27% (9)	79% (26)	18% (6)	35% (12)	47% (16)	82% (28)	
Year 4 (34)	18% (6)	38% (13)	44% (15)	82% (28)	18% (5)	54% (15)	29% (8)	82% (23)	
Year 5 (29)	24% (7)	45% (13)	31% (9)	76% (22)	21% (6)	48% (14)	31% (9)	79% (23)	
Year 6 (30)	20% (6)	40% (12)	40% (12)	80% (24)	21% (6)	48% (14)	31% (9)	79% (23)	
Total (186)	24% (45)	42% (79)	33% (62)	76% (141)	19% (34)	50% (92)	31% (57)	81% (149)	

Writing

	OVERALL: CURRENT YEAR				OVERALL: 2019 - 2020				EXPORT RESULTS TO EXCEL
	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	
Year 1 (30)	23% (7)	53% (16)	23% (7)	77% (23)	57% (17)	30% (9)	13% (4)	43% (13)	
Year 2 (30)	43% (13)	50% (15)	7% (2)	57% (17)	33% (11)	61% (20)	6% (2)	67% (22)	
Year 3 (33)	33% (11)	67% (22)		67% (22)	18% (6)	50% (17)	32% (11)	82% (28)	
Year 4 (34)	41% (14)	41% (14)	18% (6)	59% (20)	26% (7)	59% (16)	15% (4)	74% (20)	
Year 5 (29)	52% (15)	48% (14)		48% (14)	28% (8)	45% (13)	28% (8)	72% (21)	
Year 6 (30)	23% (7)	50% (15)	27% (8)	77% (23)	31% (9)	38% (11)	31% (9)	69% (20)	
Total (186)	36% (67)	52% (96)	12% (23)	64% (119)	32% (58)	47% (86)	21% (38)	68% (124)	

Maths

	OVERALL: CURRENT YEAR				OVERALL: 2019 - 2020				EXPORT RESULTS TO EXCEL
	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	
Year 1 (30)	40% (12)	40% (12)	20% (6)	60% (18)	37% (11)	63% (19)		63% (19)	
Year 2 (30)	27% (8)	60% (18)	13% (4)	73% (22)	27% (9)	70% (23)	3% (1)	73% (24)	
Year 3 (33)	27% (9)	58% (19)	15% (5)	73% (24)	6% (2)	62% (21)	32% (11)	94% (32)	
Year 4 (34)	15% (5)	53% (18)	32% (11)	85% (29)	29% (8)	46% (13)	25% (7)	71% (20)	
Year 5 (29)	41% (12)	38% (11)	21% (6)	59% (17)	31% (9)	34% (10)	34% (10)	69% (20)	
Year 6 (30)	20% (6)	43% (13)	37% (11)	80% (24)	22% (6)	44% (12)	33% (9)	78% (21)	
Total (186)	28% (52)	49% (91)	23% (43)	72% (134)	25% (45)	54% (98)	21% (38)	75% (136)	

What do we do different from other schools?

What is different	What is the impact
Our five core values underpin our school aims.	All stakeholders have contributed to the development of these new core principles. Staff and pupils are beginning to use them to support our belief in developing our belief that learning is fun and we should always try our best.
Forest Schools	Pupils enjoy a strong understanding of outdoor learning, their environment and the importance of teamwork.
Music	A strong ethos of music across whole school with many high-quality events (wider opportunities); peripatetic opportunities (Piano, Brass, drums).
Swimming (Year 5&4)	Increased water confidence.
Local cluster work	Wider CPD opportunities; school to school support (TA training, talk 4 writing, moderation)
Residential visits and Trips	Pupils attending residential show an increased confidence for pupils in Year 4 and above. Pupils regularly visit their local MP at Parliament.
Parental involvement	Increased interest and input into pupils using a learning platform.
Mental health support	Positive play and pastoral trained staff utilise a new Nurture room to ensure that level 1 support is delivered promptly.
Languages – French	Pupils have a deep understanding of French language because of specialist teachers employed in KS2.
Environmental Projects	Pupils have an increased understanding of the world around them, and how they can look after it: Eco-School Bronze Award, Forest School status, Green Tree Platinum Award.

Community

- Involvement in supporting the village community: Little Eaton carnival, litter picking, lunch days, PTA events, volunteers in school. The school also has strong links with the Bates Trust, ensuring that pupils have a deep understanding of local history.
- High participation in a range of sporting festivals and competitions organised through the Amber Valley School Sports Partnership
- Links with local groups (Bikeability, Plantscape, Tomlinson's builders)
- A wide range of extra-curricular activities (sports, holiday club, Forest Schools)
- Raising awareness of national and international concerns through charity fundraising events such as MacMillan Cancer Research, Children in Need, Comic-Relief and Pro-Action.
- Ecclesbourne Cluster: close working relationship to support the quality of teaching and learning (moderation, inset training, subject leader meetings, year group teacher meetings)
- Partnerships with other Educational establishments such as the Faculty of Education (Derby University PGCE and B-Ed students); Derby College (NVQ childcare placements)

Experiences we offer our children

- Opportunities to develop independence through the participation in residential visits in Year 4 and Year 6.
- The opportunity for our children to be active and involved in a range of ways: School Council, mini-leaders, extra-curricular sports, jobs around school (assembly monitors) and pupil-led clubs (Chinese, chess, drama).
- Concrete learning experiences, such as the bi-annual trip to meet our MP at the Houses of Parliament.
- Year 2 and Year 5 children take part in Forest Schools.
- Weekly celebration of achievement recognising pupils who have demonstrated one of our core principles (Participation, Respect, Independence, Determination and Excellence) and to share achievements outside of school
- Opportunities to deepen learning through rich activities: cookery, brass lessons and wider-opportunities brass lessons in Year 3 & 4, piano and drumming lessons, curriculum-based visits to Rolls-Royce, STEM challenges and Forest Schools.
- We are a Woodland Trust school and have achieved a Gold Award.
- The School Council are part of the Eco-School Awards scheme and have achieved Bronze level.
- We offer a range of sporting festivals and competitions where children can mix with and compete against children from other schools

Overall Effectiveness including *Outcomes for Pupils.*

Overall Evaluation: Good

STRENGTHS

- **Attendance at school** is very good and above national average. Children enjoy coming to school and achieve well.
- **Good attainment and progress** in EYFS over time.
- The proportion of children achieving the required standard in **phonics in Year 1** has been consistently higher than in other schools (2019-90%, 2020-87%, 2021-97%)
- **Attainment in KS1** above other schools in 2019 and improving over time.
- **Attainment in KS2** dipped in 2019 but above average for reading and maths (+1.4 and + 1.3 respectively).
- **Progress in KS2** is at expected levels over time.
- **Children with SEND** have their needs well and make good progress from starting points.
- **Achievement overall** is in line with or above the local authority and nationally over time. Robust assessments in Year 2 show that the number of pupils reaching expected standards have dipped, whilst in Year 6 pupils remained largely on track.

SUMMARY AGREED WITH LA (July 2021)

The proportion of children achieving a good level of development at the end of the EYFS were above those seen nationally. There is a pattern over the past four years of outcomes being in the range of 80%+, some 10% above national.

82% pupils were assessed at the expected standard in the Y1 phonics check 2021 and 88% 2020, compared with 83% nationally in 2018. School outcomes have been consistently above national in recent years.

By the end of Y2 all pupils were assessed as meeting the expected standard in phonics.

In 2021, by the end of KS1, expected or above outcomes in reading, writing and maths have dipped compared to previous years (R 57%, W 57%, M 73%). These pupils are to be targeted in 2021/22 through the use of additional teaching staff.

By the end of KS2 outcomes were at least in line with 2018 national figures in reading and mathematics, representing strong progress through Y6 for this cohort.

This year the proportion of pupils achieving the expected standard in the combined measure (reading, writing and mathematics) was above national 2018 (school 77%, national 2018 64%).

The actions of the mathematics and English leaders have had a positive impact on outcomes in reading and mathematics. They clearly know the strengths and areas for development of their subjects, they lead their subjects well.

Attendance is above that seen nationally for all pupils, disadvantaged pupils and those with SEND.

FOCUS AREAS

Pupil Premium

During the pandemic, the gap between pupil premium children and non-pupil premium children in Reading and Writing increased.

Subject	2021	2020	2019
Reading	-28	-18	-11
Writing	-33	-16	-11
Maths	-15	-24	-39

The data show the % difference in children achieving expected or above. It has to be noted that our pupil premium figure is only 7.4% (16 children) and that each child represents a high percentage when used comparatively.

Catch-up programme

As a result of the pandemic, many children are just below the expected standard for their year group. Our focus will be to identify and target these pupils with a high-quality catch-up programme.

Local Authority Evaluation of the Accuracy and Rigour of School Self-Evaluation

“The school judges its overall effectiveness to be good overall, a judgement that is fully endorsed by the link adviser”
July 2021.

Evidence seen which would support this judgement includes:

- Standards that over time are above national at the end of all key stages.
- Challenge for higher attaining pupils that enables them to make good progress.
- Effective subject leaders that have made a positive impact on provision and outcomes for pupils.
- Effective data analysis, carried out promptly that has enabled the school to drill down and identify an underperforming group.
- Review of remote learning
- End of Year review

QUALITY OF EDUCATION

Overall Evaluation: Good

STRENGTHS

- Consistent use of formative assessment to inform teaching and learning
- Involvement of children in assessment
- Understanding of children's successes and needs
- Implementation of a maths calculation policy across the school
- Use of a variety of contexts for learning to motivate, engage and excite children
- Use of Talk for Writing Strategies to structure the teaching of writing, linking language and communication, reading and writing
- Behaviour for Learning is very strong across the school – children's attitudes to learning are very positive.
- Relationships between adults and children throughout the school. Adults know children well and work hard to meet their individual needs, academically, socially and emotionally.
- Adults other than teachers provide high quality support for learning across the school. They are well informed and able to personalise tasks and support individuals and groups effectively.
- An ambitious curriculum has been designed that meets the requirements of the National Curriculum and includes all pupils (Curriculum review by LA 13.12.2021)

AREAS FOR DEVELOPMENT

1. Further develop consistent approaches to the teaching of **reading** across the school through identifying key strands
2. Strengthen achievement in **writing** to ensure that teaching and learning is meeting the needs of all children and that lower achieving groups [Boys] continue to make good progress towards meeting expectations.
3. Embed the use of practical models and images in **maths**.
4. Further development of an integrated **curriculum** where knowledge, understanding and skills are embedded in a range of contexts to reflect the statement of intent for the curriculum.

EVALUATION

Overall

Teaching in most lessons and subjects is consistently good or better and as a result, most children are making good or better progress across the school and achieving well. Children are enthusiastic about learning, want to do well, and engage for sustained periods.

Teachers have high expectations, and this has seen improvement since the last inspection. Lessons are planned with clear and appropriate objectives and success criteria, which are clearly communicated to, and understood by, children. This enables teaching to deepen children's knowledge and understanding effectively. Monitoring of lessons has shown that children make progress in lessons because they understand what to do to achieve success and also how to improve their work (lesson observations Spring/Summer 2021).

Teachers have improved their ability to assess learning and respond to what they find by adjusting their planning accordingly. There are many examples of effective feedback leading to improved understanding and this contributes to children making significant gains in their learning. This process operates differently in different parts of the school but is based on a common understanding of its importance. For example, children in Year 1 and 2 have clear visual prompts when they begin writing and use these to self-assess at the end whilst children in KS2 use a red pen to redraft and respond to feedback from teachers. The school has focused on strategies for giving feedback and enabling children to respond. This has improved pupils' attitudes to learning as they have some ownership of their next steps and

sufficient time is planned into the day for them to improve their work. Staff have created a culture in school where it is ok to get things wrong and pupils openly accept that they learn from their mistakes.

Teachers are very aware of the strengths and weaknesses of children in their classes and plan to anticipate and address misconceptions. This allows them to intervene and personalise activities and learning for groups and individuals.

The school has a very effective team of teaching assistants who work closely with teachers to address learning needs. They are used primarily to work with individuals and small groups, providing more intensive intervention and support. There are also sessions which support wider well-being issues. For example: an HLTA runs our Positive play provision whilst another coordinates the work of the school council. Group and individual intervention is flexible and regularly reviewed to target needs as they are identified.

A range of organisations are used to meet individual and group needs as effectively as possible. This ranges from individual and small group support for SEN, to provision for the most able children in Year 6 working in Maths.

Staff have had opportunities to learn from, and work with, each other. There have been opportunities for teachers to work in planning teams and include sessions which have been team taught. Less experienced teachers have worked alongside more experienced colleagues to develop their practice and learn from models of high-quality teaching. Some staff have visited other schools to build their experience by seeing other models of teaching.

Some staff have expertise and skills. For example: a teacher has worked for the Local Authority moderating Year 6 writing in other schools. Many of the teachers have been trained as ITT mentors with Derby University and work with student teachers. This is a strength of the school and is important in developing more reflective practice.

The maths coordinator has introduced materials to support parents encourage greater engagement in terms of parents doing maths activities with their children. These have been backed up with practical sessions for parents to help them develop their understanding of their children's learning in maths.

2019/22 Monitoring – English and Maths

Local Authority July 2021

“strong assessment outcomes despite the changes to provision necessitated by Covid restrictions; the ambition shared by all staff to ensure every pupil achieves well and the good quality remote provision that has helped pupils achieve well”.

Maths [Learning walk with SIP 17.10.2018 and 16.2.2022]

Teachers have acted on the feedback given by the mathematics leader. There have been improvements in classroom practice or the learning environment in almost every classroom. There is more mathematical talk in lessons. Pupils often work in pairs or small groups solving challenges in a cooperative way.

There was greater use of concrete apparatus in many classrooms. Evidence in pupils' books and in interviews demonstrated clearly that this was common practice in some classrooms. This is still an area of focus, especially with older children. More reasoning activities are evident in lessons and in pupils' books but needs strengthening across the school. Teaching assistants are effectively deployed and all contribute to improving the quality of learning.

Behaviours for learning were strong across the school and in general, presentation in books was of a good standard.

There was plentiful evidence that confirms the mathematics leader is having a positive impact on strengthening teaching and learning across the school.

There are notable strengths, seen in classrooms across the school:

All children were engaged and focused on the lesson. They understood the objective of the lesson and were being appropriately challenged.

Teachers were using paired/group work as an organisational strategy. There were many examples of children becoming teachers. There was appropriate use of mathematical language by children and adults across the classes.

Reasoning stems were clearly available and there were lots of 'prove it' opportunities.

Participation

Respect

Independence

Determination

Excellence

In the spring term, we will consider:

- The use of manipulatives lessons in all age groups to support learning with practical / visual models.
- Support for children who have been identified as working towards/ on the cusp of expected levels in maths.

A recent Governor active monitoring session of maths found the following 17.5.21:

- Problem solving and challenge evidenced in all books.
- Extra challenge in HAP books evident.
- Good progress clear in books.

English [English Leader & SIP 11.7.2021]

A closer look at writing in the Autumn term found that:

Strong hooks for learning were used to engage and motivate children. Behaviour for learning was strong with good relationships between staff and children evident. TA's were used effectively to support individuals and groups.

A very inclusive culture was observed with children completing the same/similar tasks using scaffolds and support to ensure access for all. Collaboration of children was strong with peer talk used effectively in all the lessons observed. Strong questioning was used by all staff to unpick learning.

There were some development points noted which have been discussed with staff:

Examples of texts beyond the original model need to be used to support children in innovating and writing independently.

KS2 children need to move away from the scaffold and model in innovation and independent tasks to ensure creativity and application of skills in different contexts.

The Spring term work scrutiny [26.4.2021] of writing books found:

- Staff were positive about the new assessment grids
- judgements were similar
- Use of language was strong
- Writing matched audience/purpose/genre
- Spellings and sentence structure to be targeted, especially for borderline pupils

A recent Governor active monitoring session of maths found the following 20.5.21:

- Attitudes to work strong across the whole sample seen.
- Summative assessment using new writing framework used successfully.
- Hot/Cold Write Books clearly demonstrates individual progress – progress within the academic year clearly evident including during the lockdown period.
- Use of magpie books to capture/extend vocabulary in some classes.
- Use of peer assessment and self-editing.
- Use of talk for writing embedded across the whole school.

Conversations with children about their views of school [June 2021] found that:

Children are happy to be at school, enjoy what they do here and feel safe. They particularly like trips and visits. They said that 'work is hard but not impossible' and that teachers 'build it up, bit by bit'. Children were able to talk about ways of getting help – by thinking hard, asking friends, asking the teacher. Some subjects were mentioned several times as being popular: Literacy, Maths, Science, History, Topic Work, ICT, PE, Art.

Children in Years 5 and 6 talked a lot about being independent and taking responsibility.

Children in Y6 like feeling a bit different as they get older and feel that adults treat them differently as they are growing up.

Overall effectiveness

The LA have stated [09.07.2021] that:

- The school judges its overall effectiveness to be good, a view fully supported by the link adviser.
- Evidence discussed today that would support that judgement includes: strong assessment outcomes despite the changes to provision necessitated by Covid restrictions; the ambition shared by all staff to ensure every pupil achieves well and the good quality remote provision that has helped pupils achieve well.

“Attainment across the school is generally strong, both at the expected standard and at greater depth. This reflects the ambition held by all staff for pupils to achieve well and the strong school ethos”.

- At the end of KS2, outcomes were particularly strong.
- At the end of KS1 outcomes were relatively weaker, although this cohort of 30 pupils contains 3 pupils with Education, Health and Care Plans (EHCPs) and it has a higher number of disadvantaged pupils (10%) than most other classes.
- Phonics outcomes were strong, with 82% of Y1 achieving the expected standard and 88% by the end of Y2.
- At the end of the EYFS 90% of pupils achieved a Good Level of Development (GLD).
- The EYFS leader has had extensive training on the new EYFS curriculum and preparations are well developed for the
- revised provision from September 2021.
- Three staff will be providing catchup provision next year, all of which are well-known to the school.
- Provisional school improvement priorities have been identified through an analysis of pupil and staff needs and are all appropriate to the development state of the school.

A Curriculum Review was carried out by the LA 13.12.2021

The following strengths were agreed:

- The school has an overarching curriculum plan that fulfils the requirements of the 2014 national curriculum.
- The school determined the gaps caused by Covid and the recovery curriculum.
- Subject leaders are in place. They have reviewed policy documents and developed action plans.
- The school provides a wide range of enrichment activities to promote the taught curriculum, cultural capital and personal development.

The following areas were agreed for development:

- Progression across the school within each subject.
- Determine the local priorities which the school wishes to develop through the curriculum. Subject leader development

Behaviour and Attitudes

Overall Evaluation: Good

Behaviour and Safety in EYFS

- Children's behaviour demonstrates a good understanding of how to keep them safe and manage risks and challenges, daily in school and on their weekly trip to the local woods (Wellie Wednesday). They are learning to respect and celebrate differences and are building on their understanding of diversity beyond their immediate environment. This achieved through assemblies, visitors into school and school trips.
- Pupils demonstrate excellent skills of co-operation, sharing and support for each other and are especially kind and considerate of a child with severe medical needs and a child with extra learning needs
- The majority of children work and play safely together and show that they care for the welfare of everyone, including staff.

Pupils' excellent behaviour is a significant strength of the school and exemplary standards have been maintained over time (*LA observations 2016 SIRR*).

- Policies that keep children safe are regularly reviewed by staff and the governing body.
- A healthy snack at playtime is available in KS1 and KS2 children can bring their own.
- Midday supervisors are aware about the need for a healthy lifestyle and encourage active play at lunch time and ensure that children eat healthy lunches.

Parents feel that their children are safe and happy at school, and that the school deals effectively with bullying incidents and that the school ensures that children behave well (*Parent View results 2021*).

- Parents highly regard the school and have a very positive view of pupils and staff.
- A high percentage of pupils strongly feel safe and happy at school.
- The school deals effectively with issues and concerns.
- 100% of parents would recommend the school.

General

- Induction for EYFS is excellent, as a result of visits with playgroup, transition days, parents' coffee morning, letter to home asking for details of their child. Also, once in school the pupils are shown around in small groups and are given a year 1 buddy to help them. Parents feel included because of a class newsletter, allowed into class to settle their child and a parents meeting provided at the end of week 2.
- We have a racist/bullying/concerns book which ensures a whole school approach is employed (there have been no bullying or racist incidents in the last three years).
- We use the Derbyshire visits (Evolve) package to ensure that a comprehensive risk assessment procedure is employed.
- Extensive training has been undertaken and planned for in 2021/2022: Fire safety, safeguarding, lead and senior teacher child protection training, allegations, H&S inspection, e-safety and First Aid. Fire safety, asbestos and H&S document is up to date and managed well (*Landlords visit report*).
- Effective child protection arrangements are in place and constantly reviewed by the Headteacher and staff (*Safeguarding action plan shows training*).
- Staff are aware of the implications of extremism and how they may manifest within our school. County council policy and advice is followed.
- Children have a positive attitude to learning, which has been observed in lessons and in other activities. Their thirst for knowledge is evident, resulting in deep learning and out of school engagement.
- Pupils behave very well because of the consistent behaviour management across school and out of school provision.

- Numerous positive comments are received from members of the public, parents, and external providers (emails)
- Annual Safeguarding training has been established for all members of staff.

Next Steps: Develop pupils experiences outside of the local community.

Personal Development

Overall Evaluation: Good

- Emotional, social and behavioural difficulties are addressed early through the school's commitment to 'positive play', ensuring that children with vulnerabilities (both socially and emotionally) are catered for.
- Forest Schools is targeted effectively at pupils with emotional and behavioural needs.
- Outdoor learning in early years is supported through our *curriculum* programme. The children engage in outdoor curriculum linked activities that are supported by members of our wider school community.
- Children are taught how to be safe through the curriculum, assemblies and the use of external providers (e-safety, traffic smart, substance abuse, stranger danger, keeping healthy, and bikeability).
- The established use of Safety Bear when required, ensure that children have the opportunity, confidence and the maturity to discuss issues that they are faced with. Teachers respond effectively to this and communication between staff is utilised to ensure best outcome for the children.
- Opportunities are created to explore different cultures and contexts. In recent years the school has participated in a faith trail around Derby (all year groups), the whole of the school was able to complete different activities centred on the festival.
- Children benefit from the residential and day trip experiences that are offered to all year groups children, "I wanted to write this as Clarissa has returned from the Lea Green residential on cloud nine. We have heard every little detail about the rooms, food, activities and it all sounds wonderful. I feel under the current circumstances and the last year and half that they have had that it is even more essential that we personally send our Thanks to all the staff at LE that has made this trip possible, to have such a great trip to end their schooling primary years journey has been awesome".
- The curriculum is broad and balanced, giving children opportunities to study their own environment as well as contrasting locations. This is achieved through geographical and religious education study.
- Pupils benefit from a broad and balanced curriculum that offers a wide range of enrichment activities (brass, sports, STEM, cooking, French & Forest Schools).
- The introduction of the core values and the new strapline (PRIDE) is aimed at galvanising all stakeholders in the vision of the school, who are all focused upon the welfare and learning of all pupils.
- A new PSHE curriculum as part of our new, wider RSE programme of study has begun to ensure that pupils develop a better sense of themselves, how to stay safe and how to be a good citizen.
- Within school, children are happy, confident and valued for their individuality. Pupils enjoy their learning and strive to achieve their best.
- Students develop spiritual and moral values through the curriculum assemblies. Assembly planning focuses upon a wide range of issues, both at home and abroad. An example being of how the electoral system works and how it affects our community. Moral development is explored through assemblies (both in house and

Next Steps:

- The curriculum review provides opportunities for pupils to extend their knowledge, skills and understanding so that pupils' outcomes are further improved and the remaining differences between different groups of pupils are eliminated

LEADERSHIP AND MANAGEMENT

Overall Evaluation: Good

STRENGTHS

- Communication: feedback from parents show that they have appreciated the weekly newsletters and updates throughout the pandemic (see evidence file).
- Commitment of all leaders to raising standards and ensuring the welfare of all children.
- Involvement of senior leaders in tracking achievement, challenging colleagues and identifying progress
- The ability of senior staff to lead colleagues and impact on good practice
- The building of partnerships with other schools to provide support, CPD and teaching input, through the Belper Cluster Collaboration.
- Improved involvement of the governing body in understanding the work of the school.
- Subject leaders are working hard to develop an engaging and high-quality curriculum.

AREAS FOR IMPROVEMENT

- Further develop the ability of other staff to fulfil leadership roles in school.
- Develop more a more detailed view of the impact of intervention strategies used.
- Further develop the impact of the governing body to enable informed discussion, detailed feedback following visits and effective monitoring and evaluation of priorities (active monitoring).
- Establish more localised cluster links using the Belper Cluster Collaboration model.

EVALUATION

The school has identified its core values which underpin all our work:

- Participation
- Respect
- Independence
- Determination
- Excellence

All members of the community have high expectations of all staff and children and are effective models for colleagues in pursuing high levels of achievement across the school.

The aims and core values of the school have been reviewed and defined. This leads to school improvement activities which are described in a comprehensive school development plan, where the actions needed to achieve clear objectives are identified, with success criteria and monitoring arrangements. Staff, Governors, Children and Parents are all ambitious and committed to a high quality, broad education for all children.

Monitoring and Evaluation has improved. Governors are more fully involved and have clear roles which they are effective in fulfilling. They regularly challenge senior leaders and ask pertinent and well-informed questions in seeking to evaluate the quality of provision.

Participation

Respect

Independence

Determination

Excellence

Performance Management reflects the needs of individual staff and the school overall, identifying personal development needs, whilst other CPD reflects the needs of the school identified in the SDP. Learning from activities is shared with colleagues and can lead to further exploration.

Application of reading, writing and maths in a variety of real-life contexts drawn from other curriculum areas is a priority. Standards of achievement in English and Maths are good over time and the view of leaders is that further improvement can be achieved by further developing reading, writing and maths activities in the context of other curriculum areas, implementing Talk for Writing as a core approach to teaching narrative writing, and continuing to promote reasoning and problem solving in maths, supported by the use of models and images. Maths will be further enhanced by our joining the MathsHub team in Autumn 2022.

Curriculum planning reflects not only the current National Curriculum but also teachers' and pupils' aptitudes and interests. Opportunities which present themselves locally are taken. For example, a parent with a commitment to cycling has undergone training and now offers all Year 5 children access to a full week of Bikeability training in the Spring Term. In 2018 the school was the leading Derbyshire school and 2nd in the East Midlands in encouraging cycling to school during the national 'Big Pedal' scheme.

Improvement over time has been good. The quality of teaching has improved over the last two inspections and this has continued. Teachers are clear about the actions they need to take to engage children and achieve high levels of achievement.

Key Leaders in school have a secure process for tracking and evaluating progress of all children. Leaders meet on a termly basis with class teachers and discuss individual and group achievement. Any potential underachievement is identified from regular tracking and any necessary intervention is discussed. The progress of these children monitored at subsequent meetings. Children eligible for Pupil Premium have their achievement monitored through this process and their needs discussed and subsequently addressed.

Special Educational Needs

Leadership of SEND is strong and ensures that children with SEN are able to make good progress in their learning. This is through:

- An organised and detailed approach to the identification of students with SEND
- The keeping of detailed records and evidence of provision
- Individualised provision, particularly for funded students
- Clear student support plans for students with SEND, shared with all staff
- Thorough quality assurance
- 3 progress reviews which analysis the progress of students with SEND
- Clear and well thought out use of space in the classroom, to suit and manage students' needs
- Whole staff training in SEND and student support policy and procedures

The SEND coordinator is supported and challenged by our highly skilled SEND lead governor (see monitoring summary reports).

Governance

The governing body is effective in supporting and challenging the school. Governors have had full involvement in the redefining of school aims and are committed to the vision and ethos of the school.

Members of the governing body understand the strengths of the school and are also able to discuss its weaknesses and development needs. They play an important role in challenging the school and meet with other leaders to monitor and help evaluate activities.

The governing body uses a mixture of smaller subcommittees, full meetings and also individual visits to challenge and support, and also fulfil other responsibilities, including HT performance management.

The Governing Body has had to make difficult decisions. Budget pressures led to a redundancy process in Summer 2016 which was carefully managed by governors to fulfil requirements whilst being as supportive to staff as possible.

The governing body has used a number of self-review tools to consider its own effectiveness and the deployment of governors to best utilise their skills.

Succession planning has been skilfully used to identify and train key members for the Chair of Governor vacancies in the summer of 2021.

School Council

The school has an active school council, with children from each class chosen by peers. They meet with an HLTA, or the Headteacher, or independently, to discuss issues raised by children and by school. The school council is a key part of the school's work to promote core values as children have opportunities to work through a democratic process and take meaningful responsibility. A big part of the council's role is to promote the charitable work of the school.

They are active in many ways, for example: running a coffee morning for Macmillan cancer, support the Padley centre for homeless people in Derby and also running and presenting a weekly 'Little Eaton's Got Talent' show.

Partnerships

There is a good relationship with other local schools and the Belper Cluster Collaboration, including secondary and we use these to provide support for Headteacher and teachers. For example: Headteachers meet every half term to provide peer support and share ideas, EYFS teachers meet to moderate assessment judgements.

The school also works with Derby University providing ITT placements, participating in the interview process for ITT, and with local colleges providing placement opportunities. We offer work experience for Year 10 students and also have 6th form students working with us prior to making ITT applications.

This partnership matters from a staff development perspective because staff have access to training relating to ITT, they have frequent opportunities to observe teaching and give feedback, and the mentoring process promotes discussion and reflection relating to their own practice as well as that of teaching students.

The school benefits from many other partnerships with the local community. For example: Local business has supported the development of an outdoor seating area, children visit the church to take part in seasonal services and the local garden centre has been the venue for many of the key stage 2 children to sing for a wide audience.

Pupil premium

The school has a small number of families in receipt of free school meals; numbers are well below national. Ever6 numbers are similarly low and therefore pupil premium funding is a smaller than average part of the school budget.

Pupil premium funding supports a number of actions:

- Teaching Assistant led groups and 1:1 to support identified learning needs in reading, writing and maths.
- Adult support for 1:1 and small groups to meet other identified needs.
- Ensuring access and inclusion in the full range of curriculum provision – funding access to off-site visits, swimming etc.
- Access to extended services – enabling families to access after-school childcare.

Individual needs are identified as part of the termly achievements review process. The progress made by individuals is reviewed at this point to establish future needs. The pandemic has stifled pupil premium progress in 2020/2021 and they will become a key focus of the 2021/2022 school action plan.

Sports Premium

The school sports partnership is a key driver in providing opportunities for wider sports activities and it is through the partnership that we have arranged regular, high quality sports teaching to complement work already done in school, as well as providing access to inter-school competition. Continued work, supported by sports premium funding, has enabled all teachers to work regularly with a high-quality coach to develop subject knowledge and understanding across the curriculum.

Working as part of a wider group of schools has enabled the PE planning in school to relate to the partnership competition timetable. For example: all children have opportunities to participate in sports hall athletics within school, and then teams from Years 1/2, 3/4 and 5/6 are able to take part in interschool competitions for which they are well prepared. The school was awarded a Bronze rosette for its achievement within the Amber Valley School Sports Partnership 2020 competitions. In 2019/2020 76% of KS2 pupils attended competitions or extra-curricular clubs.

Participation

Respect

Independence

Determination

Excellence

The school's capacity for further improvement

The school has good capacity for further improvement because:

- The staff profile includes a range of experience and enthusiasms, supported by strong relationships which enable colleagues to be ready to learn from each other.
- Teachers are supported by some very experienced and capable support staff who readily work independently and very effectively in and beyond the classroom.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- All members of the teaching staff have leadership roles and they all have the potential to fulfil these effectively. More time and support is needed to fully establish some of these roles (deep-dive work with school improvement partner).
- The governing body has a mix of new and more established members. There is a desire to learn and to develop a good understanding of the school amongst governors and some of their work recently demonstrates an effective and constructive approach to challenge and support.
- New governors are supported mentored in their first year.
- Leaders have a good understanding of the strengths and weaknesses of the school and of the priorities for improvement.
- The school is well supported by the local authority.
- A new Headteacher joined the school in January 2020 – he has previous headship experience and is well placed to lead the continuing development of the school.

EYFS

Overall Evaluation: Good

STRENGTHS

- Staff have provided excellent remote learning for children throughout the lockdown periods, which has included teacher daily video input
- Children are well cared for and the school has catered very well for children with specific needs. This has involved considerable work with external agencies and the use of appropriate technology.
- Children behave safely and sensibly inside and outdoors. They understand different ways in which they can stay safe. Behaviour is well managed and children are learning how to behave in a range of situations. They are learning to be polite and well mannered.
- Relationships and behaviours for learning are strong. Children and adults relate well to one another and there is a common sense of purpose and engagement with learning.
- Children's attitudes to school and to learning are overwhelmingly positive. They are friendly, cooperative and share well together.
- 87% of children have reached good levels of development in 2021.
- The teaching of phonics is consistently very good. Approaches are consistent and effective and as a result good numbers of children have gone on to reach the expected standard in Year 1.
- Outcomes are good. In Reading, Writing and Number, numbers of children meeting or exceeding goals are well above other schools.
- Parents are involved in their child's learning journey – staff provide frequent information about children's activities and parents can contribute information to the overall assessment of learning online via Tapestry and DoJo.
- Teaching staff have been trained in the new curriculum via the extensive LEA training programme and this has been cascaded down to teaching assistant staff and governors.

AREAS FOR IMPROVEMENT

- Indoor role play provision – embed opportunities for role play activities inside, creating a space and building into planning. Managing this to make activities purposeful in a well presented and well organised environment.
- Working with parents, particularly in enabling them to better understand and support phonics and early reading through Tapestry and Class DoJo.
- Develop communication and languages areas within the classroom.

EVALUATION

Safeguarding in the Early Years is effective.

Children are well cared for. They behave safely and sensibly inside and outdoors. They understand different ways in which they can stay safe and are able to recognise when they need to be particularly careful.

Children's health, safety and well-being are enhanced by the implementation of robust policies and procedures.

Relationships and behaviours for learning are strong. Children and adults relate well to one another and there is a common sense of purpose and engagement with learning. Children's attitudes to school and to learning are overwhelmingly positive. They are friendly, cooperative and share well together. Motivation is very good and children are keen to join in. They are frequently curious and have made imaginative responses. They have many opportunities to think critically and make good progress with this.

Participation

Respect

Independence

Determination

Excellence

The early years curriculum provides a broad range of experiences which are appropriately challenging and cater for a range of interests. Teaching is consistently good or outstanding and all adults contribute effectively to enable high quality learning. Adults know the children well and make accurate and useful assessments of children from when they start school onwards. This is important because it enables children to make good and sustained progress towards early learning goals and beyond.

Implementation of new ways of recording and reporting using Tapestry has been important, with children’s learning now much more fully documented and reported to parents more effectively. Parents are able to contribute information to school so that the overall assessment of learning is better informed, using a breadth of information. Indoor role play provision has sometimes been limited and whilst it is frequently a strong feature of learning outdoors, a more creative indoor space has been needed in order to enable opportunities for role play based activities. This has now been addressed in the classroom and now needs further development to maximise it’s effectiveness. More emphasis has been placed on working with parents, particularly in enabling them to better understand and support phonics and early reading. Parents have taken part in phonics activities in the classroom and been given more information about ways to support their child in learning early reading skills. Teaching staff are fully trained on the new assessment guidance for Early Years (Jan 2021).

Progress since previous Ofsted Inspection

Leaders and those responsible for governance should ensure that:

Boys’ progress in writing matches that in mathematics and reading

Tracking shows that Boys have made better progress than Girls in writing between July 2019 and July 2021 (see below) and that Boys progress in writing is now broadly in line with Reading and just behind the progress made in maths.

Academic Year	BOYS						GIRLS					
	Weak	Below	Expected	Good	Very Good	Outstanding	Weak	Below	Expected	Good	Very Good	Outstanding
Year 1 (0)												
Year 2 (30)	13% (2)	25% (4)	50% (8)	13% (2)			14% (2)	36% (5)	50% (7)			
Year 3 (30)		15% (2)	38% (5)	8% (1)	23% (3)	15% (2)		12% (2)	47% (8)	12% (2)	18% (3)	12% (2)
Year 4 (34)	5% (1)	16% (3)	53% (10)	21% (4)		5% (1)	7% (1)	13% (2)	60% (9)	20% (3)		
Year 5 (26)	11% (1)	22% (2)	22% (2)	11% (1)	33% (3)		12% (2)	53% (9)	29% (5)			6% (1)
Year 6 (29)		13% (2)	53% (8)	7% (1)	20% (3)	7% (1)		7% (1)	71% (10)		21% (3)	
Total (149)	6% (4)	18% (13)	46% (33)	13% (9)	13% (9)	6% (4)	6% (5)	25% (19)	51% (39)	6% (5)	8% (6)	4% (3)

The most able pupils tackle more difficult work promptly to enable them to make even better progress and deepen their understanding of mathematical concepts

In 2018 Dominique Theobald took over the role of maths coordinator and worked alongside Quentin Hannant (QDD) to further develop maths.

Main achievements:

- Change the way maths is taught, using WhiteRose materials
- Inclusion of more problem solving and reasoning within teaching (n-rich and WhiteRose materials)
- Reasoning stems developed – Can you explain? Prove it! My strategy was...
- All staff trained in the use of manipulatives
- Home game packs developed and sent home

September 2020, the school enrolled on the *Maths Hub* programme.

Subject leaders evaluate the impact of their work more regularly to increase the proportions of pupils who make the best progress they can.

Participation

Respect

Independence

Determination

Excellence

Subject leadership built into all performance management plans
QDD time allocated to subject leaders to begin the process of what is expected and what is a deep dive.
Subject leads given 3 days supply cover time to develop subject
Leadership built into staff meetings in the Spring and Summer term

2021-2022 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR LEADERSHIP AND MANAGEMENT

Leader[s]: Paul Schumann

Governor[s]: Rebecca Knowlson & Carolyn Burke

Success Criteria & Benchmarks	<ul style="list-style-type: none"> Leaders are united by a common purpose of improvement and share a clear and ambitious vision for the school which is realised through strong shared values, policies and practice (inc. effective school improvement processes). Leaders have joined appropriate professional bodies Deep-dive sessions have taken place with subject leaders Leaders focus relentlessly on improving the quality of education and demonstrate effective skills and experience in order to ensure a consistently strong quality of curriculum provision, teaching & learning delivery & assessment related outcomes. Leaders ensure that staff receive focused and highly effective professional development. All governors are robust and rigorous in ensuring a strategic and sustained approach to school improvement by holding leaders to account for the quality of education. <p>The school works closely and collaboratively with other cluster schools.</p>					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Develop cluster working across the Ecclesbourne catchment	Call a meeting of primary school heads to explore opportunities	PS	As they present	Aut 1	Report to GB	After 2 initial HT meetings, dates have been set for a cluster writing moderation (24.1.22) and a middle leader training session (15.2.22). Time also planned to formalise the collaboration (10.3.22)
	Develop opportunities to work collaboratively with peers from other schools	PS		Aut 2	Report to GB	
	Utilise expertise and opportunities available with the Belper cluster	PS		Aut onwards	Report to GB	
	Identify joint INSET opportunities	PS		Aut onwards	Report to GB	
Headteacher / Deputy Headteacher roles and responsibilities	Clarify roles of HT/DH and other leaders	HT	SM	Aut 1	Report to GB	DHT to take on ET as KS1 English coordinator to free up DHT to have more time to oversee the whole curriculum. Two new SEN coordinators appointed after Miss Walters leaving the school in December 2021.

Participation

Respect

Independence

Determination

Excellence

Strengthen subject leadership and ensure subject policies align closely to the whole school curriculum vision. (L&M) Enable curriculum leaders to fulfil their roles more effectively	Subject leaders create action plans for designated subject areas	All staff		Aut 1	SLT GB meetings Appraisal records	
	Staff attend appropriate subject leader training and updates	All staff	Supply costs Course fees	Ongoing	CPD records	4.5.21 DCC generic subject leader training Middle leader training booked 15.2.22
	Staff monitor subject areas	All staff	Staff meeting time Supply costs	Ongoing	SLT review GB meetings Appraisal records CPD records	13.12.21 Monitoring summary report
	Share newly written subject policies and action plan with staff members	All staff	Staff meeting time	Aut-Spr	SM file	
	SLT to provide a cycle of subject leader development time to enable staff to fulfil responsibilities	PS		Spr 1	Report to GB CPD calendar	
	Subject leaders to complete deep-dive into subject areas with link advisor	JW	½ day each area	Spr 2	SIP records	
	Ensure that LTP show coverage of NC content in every subject – use the NC programme of study to ensure that there is continuity / progression from topic to topic – stage to stage	All staff	Subject leader time	Sum 1	SLT review	
	MTPlans for each subject address WHAT is to be taught at each point [key content] and HOW it is to be done [skills development]	All staff	Subject leader time	Sum 1	SLT review	
	Subject leaders to develop progression plans across the school in each subject	All staff	Subject leader time	Sum 1	SM file	

Participation

Respect

Independence

Determination

Excellence

	Subject leaders create sample activities to build an understanding of standards within each subject	All staff	Subject leader time	Sum 1	Subject leader file	
Governors individual responsibilities	<ul style="list-style-type: none"> • Governors meet with leaders <ul style="list-style-type: none"> ○ to discuss action plans ○ to review progress against Action Plans ○ English / Maths / SENCO meet with T&L 	Govs / SL Govs / SL T&L sub/comm	1hr 2 x 1hr 3 x 1hr	Spr1 Sum1 Spr1/2/Sum1	Monitoring summary reports	
Develop the use of governors for active monitoring within the school	<ul style="list-style-type: none"> • HT and Governors identify key areas to monitor • PS and SIP work with Governors in the active monitoring phase 	PS SIP Govs		Spr 1 onwards	GB minutes	Dates booked in Jan 2022 for active monitoring sessions: <ul style="list-style-type: none"> • English • Vulnerable and disadvantaged