



Grange Community Primary School, Felixstowe

URN – 146532 DfE Number: 935– 2226 UKPRN: 10081437

Self-Evaluation Form. 1st September 2022

The context of our school and Useful Information.

- Last inspection, 7-8 December 2017 (Inadequate).
- School converted to Academy with Orwell Multi Academy Trust (OMAT) on 1st November 2018.
- Headteacher and Deputy Headteacher appointed in January and April 2020, respectively.
- Local Governing Committee meet termly to review school improvement against strategic goals and local priorities. Chair of Committee Ms Helen Greengrass.
- Multi Academy Trust (OMAT) provide regular support and challenge to improve outcomes and the standard of teaching and leadership. For example: School Improvement Board (SIB) reviews progress towards strategic priorities and holds school leaders to account; Adviser support acts as a critical friend to impact school improvement priorities; and Quality Assurance provided by consultant. School improvement collaboration activities planned with Trust schools for the coming year.
- 7 classes, no nursery.
- ECT teaching in Year 3 2022. Deputy Headteacher mentoring. (ECT formerly Graduate Intern and Direct Salaried trainee at Grange)
- 165 pupils on role, fallen since last inspection affecting income. (PAN – 210)
- 16% SEN Support (27 pupils – Summer 22), 4% EHCP (5 pupils – SEMH, ASD, SLAC – Summer 22). SEN funding £32,400 (9 pupils top up funding – 21-22)
- Majority of pupils English speaking. 8% EAL (14 pupils)
- 20-21 School attendance above National @ 97%. PA fallen since last inspection to 7.3%, below National PA. Attendance in 21-22 93.3% and PA 19% following the effects of C19 across the year.
- School uses CPOMS to record Behaviour, PRI and Safeguarding concerns.
- 2 pupils CP, 1 pupil CIN. 7 pupils being monitored (Family Support) or historical social services involvement.
- No services pupils attend the school.
- 35% FSM also Pupil Premium (58 students). Risen since C19 and cost of living crisis. PP currently funded on 48 pupils (Aut census)
- School in receipt of £66480 for Pupil Premium in 2022 (fallen since 21). Strategy for spend on school website.
- School in receipt of £17460 for Sport Premium in 2022 (fallen since 21). Strategy for spend on school website.
- 5 pupils with periods of Fixed Term exclusions in 2021-22 totalling 44 sessions. 36 sessions attributed to one, Year 5, child who was Permanently Excluded in January 2022 (upheld by LGC). One session lost to FEx since January 2022 (Year 1 child)
- 20 PRI in 21-22 following an increased focus and staff training on identifying protected characteristics. PRI policy updated January 2022 alongside AntiBullying policy to make procedures and tolerances clearer within the school community.

Significant impacts from Last Inspection Action Points :

- Curriculum carefully constructed to embed specific Knowledge, Skills and Concepts through each subject.
- Despite the impact of Covid, more consistency in curriculum design and implementation mean there has been and improvement in pupil outcomes (pupils' books and stat assessments Summer 22)
- Improved stability in staffing since last inspection. Two new teaching staff (one ECT, now ECT2) inducted end Spring 22, start Summer 22.
- Improved standard in quality of teaching, much more consistency in curriculum and expectations. Leaders' evaluation of quality of teaching is accurate and quality assured by colleagues within the Trust. Pedagogy (including that of TAs) and delivery of the curriculum are ongoing development priorities for the school.
- Pencil grip and use of Nelson handwriting (with allocated timetabling) mean that standards in handwriting are improving. There is more consistency across the school and handwriting is explicitly taught in the school timetable.
- Behaviour for learning has improved since the last inspection thanks to improved curriculum design and quality of teaching. More consistent application of Behaviour Policy (now Relationships Policy), developing use of restorative practices and use of Behaviour Improvement Plans mean that expectations are understood and empathy is developing.

- Teachers and Leaders use of diagnostic assessment (such as PIXL, RWI [and AR in Aut22]) is accurate and is used rigorously to support pupil progress. Core groups with DHT.
- Governance is improved alongside the development of a Local Governing Committee within the Trust.
- The rate of Persistent Absenteeism has fallen and overall attendance has risen (above national) in 20-21. Robust systems of analysis and follow-up impact effectively. Although it is difficult to get a reliable picture during C19, comparisons to local and national indicate that the evaluation remains accurate and actions proportionate.

Special Features:

- Forest Schools embedded in Year R and 1 curriculum, and as part of the school's mental health and wellbeing strategy through the school.
- School has been engaged in 'Supporting Wellbeing and Emotional Resilience and Learning (SWERL)' programme to improve pupils' mental health and wellbeing and to further develop positive relationships across the school community. Continues as a development priority.
- UQT employed to cover absence, PPA and to teach PE. Reduces need for agency supply cover.
- Graduate Intern employed as part of staff retention strategy. GI from 2020-21, SDS in Year 3 in 21-22 and ECT in 22-23.
- Academic Mentor and tutor employed through National Tutoring Programme (see PP strategy)
- School engaged in Making Best Use of TAs programme in 21-22; improving deployment and impact of TA support through effective scaffolding and improving pupil independent learning behaviours.
- School curriculum structured using: Read Write Inc (phonics programme), CLUSP (English, Geography, History, Science, Art), White Rose (Mathematics), Emmanuelle Project (RE), Jigsaw (PHSE/SRE) and Suffolk resource for PE. Core reading offer of significant note and remains a school development priority.
- School uses Class Dojo to enhance communications between school and home. Class Dojo was also used to facilitate the delivery of the school curriculum during Covid-19 lockdowns.
- Early Birds (Breakfast Club) part funded through Magic Breakfast programme and Pupil Premium.
- Magic Breakfast Reading Champions initiative with Yr5 and Yr6 selected pupils.
- School is a member of the PIXL club and uses assessments, analysis tools and intervention resources accordingly.
- Local link with Nursing Home (Mill Lane) for a school intergenerational project across 22-23.

Awards

- Suffolk Young Carers Bronze Award
- SACRE Wire Certificate
- Best Practice Network – CPD Champion School
- School Games Mark (pending Silver)

Overall Effectiveness – Good

Why Good?

The Quality of Education children receive over the course of their time at Grange is now Good and sustainably improving as a result of effective leadership accurately evaluating areas for development and taking appropriate steps to address weakness. The curriculum is well structured and taught well and children achieve well.

Quality of Education (inc EYFS)- Good

Why Good?

The curriculum is well planned and structured, and is impacting positively on pupil outcomes as a result of improving implementation (quality first teaching).

Evaluation

March 2020 - July 2020 Covid 19 Lockdown.

*Average 16 disadvantaged/Key Worker pupils attended school. Teachers worked on a three-week rota to provide childcare for these pupils.

Evidence

Risk Assessment
Home Learning Protocols

<p>*Teachers provided online learning for the pupils in their class via the Class Pages on the school website. This did not include live lessons at this point although, as understanding of video calling grew, regular contact was made with pupils via Zoom.</p> <p>*'Hard' learning packs were provided for families with limited internet access.</p> <p>*Year 2 teacher (now left) trialled the use of Class Dojo to provide live lessons and more bespoke teaching materials. An evaluation of this approach proved positive.</p> <p>*The school provided food parcels for disadvantaged families which were collected from the school each week.</p> <p>*Inclusion Team monitored attendance in class Zoom sessions and when collecting food parcels. 'Eyes-on' contact was made at least once a week for all children (home visits where necessary)</p> <p>*Classes began a phased return to school, in bubbles by the end of the summer term. Yr6 and Yr5 prioritised to support transition to High School and Yr6.</p> <p>January 2021 Covid 19 Lockdown</p> <p>*All Year 6 pupils provided with a Chromebook before Christmas in case of lockdown.</p> <p>*All pupils were provided with details of how to log-in to class learning on Class Dojo. Teachers 'met' with the class each morning to introduce the days learning and 'met' with the class for feedback at the end of the morning (Zoom)</p> <p>Curriculum included use of Oak Academy, Read Write Inc videos and resources from our school curriculum (CUSP)</p> <p>*Disadvantaged and Key Worker families educated in Class Bubbles. Teachers taught the class in the mornings, with the same curriculum as home learners, and were released by TAs and SLT in the afternoon for planning and preparation so the curriculum was effectively planned for the classroom and home learning.</p> <p>*Engagement in home learning was carefully tracked. If children did not engage, contact with families was made to investigate and Chromebooks provided if required.</p> <p>*Home learning is still provided for home learning if children are unwell and forced to isolate. This has not happened frequently, to date, due to very few cases of Covid reported to the school.</p> <p>Initial Return to School Curriculum</p> <p>*Tiered approach to structuring return to school: Quality of Education, Academic Intervention and Wider Approaches (mental health and wellbeing) linked to PPM/Recovery strategy and School Development Plan.</p> <p>*QoE – 2020/21 Focused on developing a coherent and structured curriculum,, prioritising Reading and Language development and basic skills. Pupils' learning gaps and starting points were identified using rigorous assessments and gap analysis to inform curriculum planning (PIXL). Read Write Inc rigorously impacts phonics decoding and reading ability.</p> <p>*Interventions – Teachers used 'therapies' to address gaps in learning. Other interventions include NELI (YrR and Yr1) to impact on language development and Fresh Start for UKS2.</p> <p>NTP introduced in Autumn 2021.</p> <p>*Wider Approaches include the provision of Emotional Literacy Support (ELSA) and Level 2 to support emotional resilience.</p> <p>Impact</p> <p>*We received positive feedback from parents about our provision throughout the 2020-21 period of lockdowns, especially compared to local schools.</p> <p>*Although inconsistencies in knowledge and skills were evident on children's return to regular school, gaps have been identified and progress being made to raise attainment.</p> <p>*We, as a school community, are confident to respond to the need for 'blended learning' should the need arise.</p>	<p>Class Dojo archives</p> <p>Chromebook deployment, protocols and Dojo.</p> <p>Class Dojo</p> <p>Attendance tracking</p> <p>SDP Catch-up Premium Report PPM/Recovery Strategy (on website)</p> <p>PIXL data and QLAs</p> <p>Class Dojo</p> <p>WellComm</p>
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<p>*There is significant impact from the NELI programme on children's language development (alongside speech)</p> <p>School Curriculum</p> <p>INTENT</p> <p>*There is an ambitious and carefully constructed/sequenced curriculum in place, rooted in clear curriculum drivers, with sound pedagogical approaches embedded.</p> <p>*The sequential, 'interleaved' design of the curriculum ensures all pupils are able to make learning progress and attain well.</p> <p>*Use of PIXL assessments complement curriculum design.</p> <p>*The curriculum remains broad with full coverage of the National Curriculum, avoiding narrowing.</p> <p>*The curriculum content provides opportunities to build children's cultural capital and to enrich their knowledge.</p> <p>IMPLEMENTATION</p> <p>*Teachers have had the necessary training in the school's curriculum design and its resources to understand the methodology. Teachers demonstrate sound subject knowledge in order to deliver the curriculum.</p> <p>*Teachers have been supported to improve their pedagogy with a focus on modelling, scaffolding and checking for understanding in 21-22)</p> <p>*The teaching of the curriculum, although effective, is an area of ongoing school development. We want to be sure that the well-constructed curriculum is delivered effectively with consistently high quality of teaching based on Rosenshine Principles and the 'Five-a-day Approach', and knowledge of cognitive science.</p> <p>*Teachers use summative assessment/quizzing and diagnostic analysis (Review) effectively, with the support of school leaders, to adapt the curriculum and resource well (including TA deployment, use of interventions) in order for all pupils to progress well.</p> <p>*Reading and language is a priority for the school. Read Write Inc is carefully delivered to ensure it impacts well on pupils reading outcomes. The text driven reading curriculum, with access to high quality texts, promotes reading enjoyment and develops reading fluency.</p> <p>*There is sufficient challenge within the curriculum for all children to progress well from their starting points.</p> <p>IMPACT</p> <p>*Following a period of sustained teaching and learning since C19, we have been able to assess the impact on pupil outcomes and we are confident that the curriculum choices we are making are impacting outcomes and reflect our ambition for learning.</p> <p>*Evidence to date, shows children are responding well to the appropriate challenge of the curriculum and the expectations we have of learning behaviour (including presentation).</p> <p>*PIXL and Assessing Primary Writing tools will give us insight in to how our pupils are attaining compared to peers, nationally. We know that our cohorts have been underperforming as a result of poor curriculum planning and poor teaching in the past but, with new leadership, effective staff and a new curriculum design, gaps in prior knowledge will be identified and filled so pupils attain well.</p> <p>*Assessment in the Early Years is used to inform curriculum planning and development but is not overly burdensome.</p> <p>-----</p> <p>Priorities for Improvement</p> <ol style="list-style-type: none"> 1. Improve standards in mathematics (focus fluency, problem solving and reasoning practice) 2. Improve reading outcomes (English) 	<p>NELI tracking.</p> <p>Curriculum Mapping (inc CLUSP, White Rose Maths)</p> <p>Lesson Visits QA feedback (Adrian Lyons - Jan 22 and Sue Faulkner)</p> <p>Staff CPD records. SDP</p> <p>PIXL Core Group and PPM meetings</p> <p>RWI assessment, planning and delivery Book Scrutiny Ks2 Outcomes 22</p> <p>Book Scrutiny Pupil Voice Stat assessments</p> <p>School Development Plan Assessment Cycle</p> <p>School Development Plan 22-23</p>
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| <ol style="list-style-type: none">3. Improve provision in MFL, Music and DT.4. Improve SEND provision. | |
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Behaviour and Attitudes – Good	Evidence
<p>Why Good? A majority of pupils are respectful, polite and maintain good behaviour and conduct; this is reflective of staff's high expectations. Where behaviour or attendance are not positive, the school takes appropriate action to address it.</p> <p>-----</p> <p>Evaluation *Leaders have taken significant steps to secure good behaviour (including use of Restorative Practice) from pupils since the last inspection, demonstrating the high expectations we have of behaviour in our school. The Behaviour Policy (now the Relationship Policy) is applied fairly. *There has been a significant reduction in behaviour incidents (including groups) comparing the last two years. Where used, fixed term or permanent exclusions have been legal, proportionate and appropriate to the behaviour, and always followed up with appropriate support for the child, staff and family. *A positive learning environment, with school values at its foundation, is being created. Habitually poor behaviour (perhaps as a result of C19) is being addressed. Where a very small minority of pupils show a lack of respect for school values, this has been addressed. *Incidents of bullying are very low. Where bullying behaviour is evident, this is quickly addressed in accordance with the AntiBullying policy. Time has been spent educating the community on the nature of 'bullying' (as opposed to incidents of unkind behaviour) and this will be revisited each year in Antibullying Week. *Behaviours for learning are continuing to improve alongside the challenge of the curriculum and quality of teaching. *Average attendance is above the national comparator (within the context of C19) and incidents of lateness are low as a result of careful monitoring and swift action. Where there is persistent absenteeism and lateness, these are addressed rigorously with a clear Attendance protocol and support of the Educational Welfare Service. Attendance and reducing PA (particularly of disadvantaged boys) remains a school development priority. *Prejudice Related Incidents are infrequent and, when identified, swiftly and appropriately addressed by staff in accordance with school policy. *Pupils' voice (including School Council) is valued. How children perceive behaviour and their safety within the school informs our actions, such as lunchtime/playtime activities. As a result, children feel safe and happy in school and feel heard. *Lunchtime and break times are orderly and safe environments.</p> <p>-----</p>	
<p>Priorities for Improvement</p> <ol style="list-style-type: none"> 1. Improve RELATIONSHIPS across the school community. “Staff to be the experts on their children”. 2. Reduce persistent absenteeism (particularly disadvantaged boys) 	<p>Relationships Policy Note - Relationship Policy (formerly Behaviour Policy) SSEO – Pupil Voice</p> <p>CPOMS (Red incidents) FEx/PEX</p> <p>Pupil Voice Behaviour Improvement Plans (BIP) and parental liaison. Adapted timetables</p> <p>AntiBullying Policy (2022)</p> <p>SSEO – Pupil Voice. Learning Walks Attendance Data Attendance Policy Minutes of EWS meetings and actions. Pupil Case Studies</p> <p>CPOMS PRI Policy</p> <p>Pupil Voice Surveys Minutes from School Council AntiBullying Week – staff training and classwork Summer 22</p> <p>School Development Plan 22-23</p>

Personal Development - Good	Evidence
<p>Why Good? Children are being well prepared for life in modern Britain and the school's academic curriculum is also enriched with wider opportunities for our learners. Parents are pleased with the strength of the school's offer.</p> <hr/> <p>Evaluation *Our wider curriculum recognises that, in order to be broad and balanced and to prepare children for modern Britain and the global community, it must extend beyond the academic. There are a number of enrichment activities available to pupils which enhance children's SMSC. This was also the case when C19 was a challenge.</p> <p>*Explicit school values enrich the children's learning environment and permeate the school's culture.</p> <p>*The school provides high quality pastoral support for learners (and their families) despite limited resources in the local community. The Inclusion Team regularly review the needs of vulnerable pupils and ensure there is support and provision available to help them be safe and to access learning.</p> <p>*Children are being well prepared for modern Britain with an understanding of British Values. For example, children understand Democracy as a result of the school wide election of School Council and School Council consultations with classes. Our school rules and values link to British Values.</p> <p>*The RE and PSHE curriculum (Jigsaw) and a culture of respect promotes equality and an appreciation of diversity. There are relatively few prejudice incidents. Discrimination is not tolerated and children (and families) becoming increasingly well-educated regards equality (equity), bullying and PRI.</p> <p>*There are opportunities for pupils to be active, positive citizens.</p> <p>*Holiday clubs, on the school site, provided free of charge or a reduced rate to Grange pupils offer parents the opportunity to engage children positively in the school holidays. Take-up has been low from Grange families in Summer 2022 but we hope this will improve with marketing and familiarity of offer.</p>	<p>Parent View 2022</p> <p>*Performances *Extra-Curricular activities including sport, music, debate *Early Birds (Breakfast Club) *School Website</p> <p>*School Values *Class Dojo *Rewards</p> <p>*Inclusion Team minutes *Provision Map *Staff timetables *Therapy Dog</p> <p>*School Council Election *Assemblies</p> <p>*RE, PSHE and SRE curriculum planning *Intergenerational Project (YR2)</p> <p>*PlayLeaders *Lunchtime leaders *School Council</p>
<hr/> <p>Priorities for Improvement</p> <ol style="list-style-type: none"> 1. Ensure the learning experience for members of the school community is broader than the academic curriculum; building cultural capital. 2. Enhance the impact of the Early Birds breakfast club. 3. Promote British Values more overtly. 	<p>*School Development Plan 22-23</p>

Leadership and Management - Good	Evidence
<p>Why Good? The school has made significant improvements since the last inspection, improvements that can be sustained as a result of the leadership practices and behaviours.</p> <p>-----</p> <p>Evaluation</p> <p>*School leaders in the school, Trust and Governing Committee have a shared commitment to, and understanding of, high-quality education.</p> <p>*School Leaders have a clear vision for the school and a clear set of values which are also shared by colleagues. The approach to delivering our curriculum and pastoral care for learners (with support for families) is consistent in school and was consistent during the height of the pandemic.</p> <p>*Staff training focuses on developing curriculum and pedagogical knowledge. This includes Teaching Assistants.</p> <p>*All staff are valued and held in high regard. Leaders are mindful of the workload pressures and are realistic and supportive.</p> <p> </p> <p>*Increasingly, Grange's position in the community is being viewed positively. Visitors and members of the school community speak positively about the school.</p> <p>*The Governing Committee understand their role which has changed since becoming a member of a Trust. Roles and responsibilities have changed to allow governors to focus more on local issues.</p> <p>*Trust leaders (CEO and Chair) know the needs of the school and provide support and challenge to improve the school.</p> <p> </p> <p>*All statutory duties are fulfilled and safeguarding arrangements are effective in ensuring there is a safe environment for learners. Safeguarding has high priority in the school and colleagues understand their role in providing Early Help.</p> <p> </p> <p>*School Leaders have clear intent for the use of school resources such as Sport Premium, Recovery and Pupil Premium. This clear intention is having impact on pupil outcomes.</p>	<p>*School Values *School Vision</p> <p> </p> <p>*CPD record *CPD plans</p> <p> </p> <p>*Minutes of Well Being working party. *Staff deployment during lockdowns. *Staff absence management</p> <p> </p> <p>*Parent View 2022 *Governor Minutes *Local Community news articles</p> <p> </p> <p>*SIB minutes *LGC minutes</p> <p> </p> <p>*Safeguarding Policy *Safeguarding Procedures/Practice *Early Help offer *Engagement with outside agencies (minutes) *Safeguarding training</p> <p> </p> <p>*Recovery and PP Strategy *Sport Premium strategy *School Development Plan *Budget Plan</p>
<p>-----</p> <p>Priorities for Improvement</p> <ul style="list-style-type: none"> • To strengthen leadership practice - 'leading in your sphere of influence'. • Embed the use of Pupil Book Study as a subject monitoring and evaluation tool (Groups) • Strengthen Local Governance. 	<p>School Development Plan 22-23</p>