

**ECM**

Education  
Getting a job done

**Stuart Road Primary Academy**

# **Self- Evaluation Summary (SES) 2022-23**

**(Including the impact of actions taken in response to the  
COVID-19 pandemic)**

**ECM Education:**

**Inspiring Leaders; Improving Outcomes**

## Contextual Information (Good practice to update with every review of SES).

### School Context Overall

2022/23 – Term 1

Number on roll	174
% Girls/Boys	47/53
% Disadvantaged (Pupil Premium)	41
% Child in need, Common Assessment Framework, Child Protection	1.1
% Cared for children	0.6
% from Minority Ethnic Groups	19
% EAL	19
% of pupils DSEN (Disabled and those who have special educational needs)	1.1
% Another	0
<b>Other contextual information:</b> (e.g. Deprivation indicators such as use of local data as well as index of multiple deprivation; Indicate any changes to local context e.g. rising number of particular groups in the area; Pre-school experience etc)	
<b>Staffing changes since start of academic year:</b> <b>Secondment in EYFS</b>	

**Class Context** (this repeats the above, but may be useful as certain aspects may affect some classes more than others. Other columns could be added to compare to the previous term)

Year	Number on roll	% Boy/Girl	% Pupil Premium	% Ever 6	% SEND	% EAL	Number of Cared for children	MOBILITY Leavers	MOBILITY Joiners	Other:
N	-	-	-	-	-	-	-	-	-	-
R	26	38/62								
Y1	19	47/53	42%	32%	16%	16%	1	0	0	-
Y2	21	52/48	57%	57%	4.8%	9.5%	0	3	1	-
Y3	30	60/40	30%	30%	13.3%	13.3%	0	0	2	-
Y4	28	46/54	46%	43%	14.3%	25%	0	1	4	-
Y5	26	77/23	31%	27%	12%	23%	1	3	4	-
Y6	25	48/52	44%	44%	20%	28%	0	3	9	-

**Absence and Exclusion** (Other columns could be added to compare to previous term)

Absence	Last School Year/term:	National Year....	Previous Aut term	Previous Spr term	Previous Sum term
% Persistent absentees (absent for 15 or more sessions)	8%				
% sessions missed due to overall absence					
Exclusions	3				
Permanent exclusion	0				
% on roll with 1 or more fixed term exclusions	1.7%				
Fixed term exclusions as a percentage of the pupil group	1.7%				
% Attendance – whole school	92.1%				

<b>School Context</b>  (Other than already documented in IDSR/ASP)		<ul style="list-style-type: none"> <li>Single form entry, inner city primary school with a mixed demographic of private and social housing and diverse cultural backgrounds.</li> <li>New Head of School and Executive Head teacher appointed June 2021 to create federated schools.</li> <li>Rated GOOD by Ofsted in November 2021</li> </ul>	
<b>Previous Inspection (March 2017)</b>		<b>Last Inspection Areas for Improvement (AFI)</b>	<b>Impact of actions taken to address (AFI)</b>
<b>Judgement</b>	(State here what the last inspection Judgement was for Overall Effectiveness).  <b>Good</b>	<ul style="list-style-type: none"> <li>Good</li> <li>3<sup>rd</sup> and 4<sup>th</sup> November 2021</li> </ul>	<ol style="list-style-type: none"> <li>Leaders to identify the most important knowledge for pupils to learn in some subjects. Leaders should clearly identify the knowledge they intend pupils to remember in the long term, in each subject.</li> <li>Leaders to agree how to check what pupils have learned in some subjects. Leaders to be clear whether pupils recall and use of knowledge is as good as it can be. Leaders to ensure that assessment is used effectively to help embed knowledge fluently in all subjects.</li> </ol>
<b>Quality of Education</b>		<b>Key Strengths:</b>	<b>Areas for Development:</b>
<b>Aspect of The Quality of Education</b>	<b>Overall Judgement:</b>	<p><b>Overall, leaders judge the quality of Education at Stuart Road to be GOOD.</b></p> <p><b>INTENT</b> (Curriculum design meeting pupils' needs/ adaptation/ planning &amp; sequencing to clear end points)</p> <ul style="list-style-type: none"> <li>The curriculum intent is embedded securely and consistently</li> <li>The curriculum is coherently planned &amp; sequenced</li> <li>Pupils study the full curriculum through a broad range of subjects</li> </ul> <p><b>IMPLEMENTATION</b> (Teaching/ Learning/ Assessment/Planning/ POS- key knowledge &amp; long term memory)</p> <ul style="list-style-type: none"> <li>Teachers have good knowledge of the subjects they teach.</li> <li>Teachers use assessment well, especially in Maths and English and Phonics</li> <li>Teachers create an environment that focuses on pupils</li> <li>The work given to pupils is demanding and matches the aims of the curriculum in most year groups</li> <li>Reading is prioritised with a rigorous and sequential approach to the reading curriculum</li> <li>There is a sharp focus on younger children gaining phonics knowledge</li> <li>Teachers ensure their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</li> </ul> <p><b>IMPACT</b> (Standards-End of KS Outcomes/ In school Outcomes/ Explicit end points)</p> <ul style="list-style-type: none"> <li>Pupils develop detailed knowledge skills across the curriculum and, as a result, achieve well</li> <li>Pupils work across the curriculum is</li> </ul>	<ol style="list-style-type: none"> <li>The curriculum needs further adaptation for full implementation of ROCKS.</li> <li>SEND &amp; Disadvantaged children to have improved outcomes</li> <li>All staff to implement ROCKS with exceptional outcomes</li> <li>Assessment is used for all subject areas</li> </ol>
<b>QUALITY OF EDUCATION- OVERALL JUDGEMENT</b>			
<b>INTENT</b>	2		
a) Curriculum- Breadth & ambition for all pupils (inc SEND & DAP)- securing knowledge & culture capital for success in life. <b>If not yet the case, clear from leaders' actions this is being brought about &amp; making necessary amendments in response to pandemic</b>	2		
b) Curriculum- Planned & sequenced towards knowledge & skills for future learning & employment. <b>If not yet the case, clear from leaders' actions this is being brought about &amp; making necessary amendments in response to pandemic</b>	2		
c) Curriculum- Adapted, designed & developed to meet needs of all SEND pupils.	2		
d) Broad & balanced curriculum/ subjects for all pupils	2		
<b>OUTSTANDING-</b> The quality of education provided is exceptional –( this relates to all 3 I's)			
<b>OUTSTANDING-</b> Intent is strong, known and implemented through firm & common understanding across the school			
<b>IMPLEMENTATION</b>			
e) Teacher's subject knowledge, feedback, deepening, challenging & supporting learning	2		
f) Teaching supporting knowledge development & connections in long term memory	2		
g) Impact of teachers/ leaders' assessment –embedding knowledge, check understanding & informing teaching- <b>including using assessment to understand starting points and gaps as a result of the pandemic</b>	2		
h) Teaching materials and approaches reflect ambition, sequenced in K & S and support curriculum intent	2		
i) Staff's high expectations meet curriculum aims- challenge for all pupils- developing knowledge	2		
j) Sequential teaching of reading impact, (inc phonics) - securing fluency, confidence and enjoyment of reading across the full curriculum. <b>At all stages reading attainment assessed and gaps addressed quickly.</b>	2		
k) Phonics knowledge & language comprehension, securing foundations for future learning	2		
l) Staff strong role models in language and vocabulary	2		

development – S&L, reading, writing		<p>good</p> <ul style="list-style-type: none"> <li>Pupils read widely and often with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriate for their age.</li> <li>Pupils are ready for the next stage of education</li> <li></li> </ul>
OUTSTANDING- Implementation consistently strong- embedded securely and consistently		
OUTSTANDING- Across the whole school, lessons deliver the curriculum INTENT.		
OUTSTANDING- Over time & consistently, curriculum aims are met- all pupils challenged: gain the knowledge & skills for future learning & employment.		
<b>IMPACT</b>		
m) Pupils detailed knowledge & skills across the curriculum (as seen in national tests/ results).		
n) Quality of work across the curriculum of good quality		
o) Reading- widely & often-age appropriate fluency & comprehension, preparing for next stage Maths-age appropriate application of knowledge, concepts & procedures		
p) Preparation for the pupils' next stage of education, learning or employment. Inc. best outcomes for SEND		
OUTSTANDING- Pupils' work across curriculum consistently of high quality		
OUTSTANDING- Pupils achieve highly, particularly DAP. SEND achieve exceptionally well		

**Overall Quality of Education Key Priorities: Move curriculum from good to outstanding through implementation of ROCKs remembering our curriculum knowledge and skills. Disadvantaged pupils consistently achieve highly, pupils with SEND achieve exceptionally well.**

**Key Priority 1 :INTENT**

**Key Priority 3:IMPLEMENTATION – Embed RoCKS and assessments of key knowledge**

**Key Priority 5:IMPACT – Evaluate impact of KPIs through pupil voice, books looks and lesson observations**

Behaviour & Attitudes		Key Strengths:	Areas for Development:
<b>Aspect of Behaviour &amp; Attitudes</b>	<b>Overall Judge-ment:</b>	<p><b>Overall, leaders judge behaviour and attitudes to be Good.</b></p> <ul style="list-style-type: none"> <li>Behaviour is mostly good throughout the school</li> <li>Pupils attitudes to their education is generally positive.</li> <li>Attendance is good and in line with national</li> <li>Fixed term exclusions are used appropriately</li> <li>Relationships among pupils and staff reflect a positive and respectful culture strategy, that resources are managed well and that leaders are held to account for the quality of education.</li> <li>Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</li> <li>The school has a culture of safeguarding that facilitates effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</li> <li>.</li> </ul>	<ol style="list-style-type: none"> <li>Ensure that all staff have high expectations of behaviour</li> <li>Bully and racism is addressed rapidly and number of incidents reduced to zero</li> <li>All pupils to reflect positive attitude to school</li> <li>Attendance remains above 96%</li> </ol>
	?		
a) School's consistent high expectations of behaviour, conduct & routines reflected in pupils' manner	2-		
b) Positive environment & impact of anti- bullying approaches	2		
c) Pupils' attitudes, commitment, pride & resilience in learning	2		
d) Attendance, punctuality & exclusions	2-		
e) Positive relationships, culture & safety	2		
OUTSTANDING- Behaviour & Attitudes are exceptional			
OUTSTANDING- Pupils high levels of respect, commonalities identified & celebrated			
OUTSTANDING- Pupils highly positive attitudes, commitment & resilience. Pupils contribution to the life of the school/ well-being of others			
OUTSTANDING- Pupils behaviour/ self control. Actions taken by school to support pupils in challenging circumstances to succeed in education			

**Overall Behaviour & Attitudes Key Priorities: Behaviour and attitudes are exceptional**

**Key Priority Embed consistent approach to behaviour across the school with all staff delivering and supporting this.**

Personal Development		Key Strengths:	Areas for Development:
<b>Aspect of Personal Development</b>	<b>Overall Judge-ment:</b>	<p><b>Overall, leaders judge personal development to be Good</b></p> <ul style="list-style-type: none"> <li>The school's work to enhance pupil's spiritual, moral, social and cultural development is of a high quality. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent and to develop strength of character</li> </ul>	<ul style="list-style-type: none"> <li>Personal development opportunities are seen as a priority across the whole school</li> <li>PHSE and RHSE are taught appropriately throughout the school</li> <li>Ensure there is a range of visitors to the school, including faith visitors</li> <li>SMSC is delivered consistently across</li> </ul>
	2		
a) Curriculum beyond academic including SMSC confident, resilient, independent & character development	2		
b) Pastoral support- Mental & Physical Wellbeing – development of pupils' talents & interests	2		
c) Fundamental British Values, diversity and equality of opportunity	2-		

d) Contribution to society as responsible, respectful and active citizens	2	<ul style="list-style-type: none"> <li>The school provides high quality pastoral support.</li> <li>The school provides a range of opportunities to nurture, develop and stretch pupils' talents and interests.</li> <li>The school prepares pupils for life in modern Britain effectively, developing their understanding of fundamental British Values of democracy, the rule of law, individual liberty, tolerance and respect.</li> <li>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</li> <li>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.</li> </ul>	<ul style="list-style-type: none"> <li>the curriculum</li> </ul>
e) Well prepared for future success in education & employment (secondary)	2		
OUTSTANDING- Personal development is exceptional.			
OUTSTANDING- School goes beyond what's expected in offering access to a rich set of experiences that promote personal development/talents/interests			
OUTSTANDING- School provides rich experiences in curriculum & extra curricular- Coherent planning-strengthened offer			
OUTSTANDING- Participation in extra curricular activities, inc. for DAP so that all benefit from excellent work			
OUTSTANDING- Schools approach to 'developing pupils' character' is exemplary & worthy of dissemination			

**Overall Personal Development Key Priorities:** There are extensive personal development opportunities for all children including disadvantaged and SEND

**Key Priority : Develop role of School Council members to get involved in a community wide project.**

Leadership & Management		Key Strengths:	Areas for Development:
<b>Aspect of Leadership &amp; Management</b>	<b>Overall Judge-ment:</b>	<p><b>Overall, leaders judge leadership &amp; management to be Good</b></p> <ul style="list-style-type: none"> <li>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</li> <li>Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.</li> <li>Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible.</li> <li>Leaders engage effectively with pupils and others in their community, including, where relevant, parents, employers and local services. Engagement opportunities are focused and purposive.</li> <li>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff including their workload.</li> <li>Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</li> <li>Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</li> <li>The school has a culture of safeguarding that facilitates effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who</li> </ul>	<ol style="list-style-type: none"> <li>All teachers receive high quality CPD</li> <li>All subject leaders have an ambitious vision with exceptional outcomes at each stage of education</li> <li>Governance provides challenge</li> <li>Well-being of staff is viewed as a priority</li> </ol>
	2		
a) High Expectations, ambition and inclusive education securing strong impact through shared values, policies and practices – <b>this vision maintained throughout the pandemic.</b>	2		
b) Improving teaching & curriculum through monitoring, coaching and CPD (inc for NQTs) and ensuring pupils receive their entitlement of P.O.S. <b>including through teacher's expertise in remote education.</b>	2		
c) Focused & purposeful engagement with pupils, parents, local services, employers & community	2		
d) Engagement with staff, managing workload <b>(including managing staff workloads proactively in response to COVID-19)</b> and protecting staff from bullying & harassment	2		
e) Governors' roles, vision and deployment of duties	2		
f) Governors ensure school fulfils statutory responsibilities (ie Equalities Act, Prevent Duty, Safeguarding)	2		
g) Effective culture of Safeguarding – identify/ help/ manage	2		
OUTSTANDING – Leadership and Management are exceptional			
OUTSTANDING- High quality CPD over time consistently translates to improved teaching of curriculum- built & developed over time.			
OUTSTANDING- Highly effective staff engagement at all levels, issues identified are dealt with appropriately and quickly- particularly around workload.			
OUTSTANDING -High levels of support for well- being issues			

		may be a risk to pupils.	
<b>Overall Leadership &amp; Management Key Priorities: : Highly effective continuous CPD leads to an improvement of subject leaderships and outcomes for all children.</b>			
<b>Key Priority: <u>The vision for providing high quality education is realised through strong practice &amp; shared values</u></b>			
<b>Quality of Early Years Education</b>		<b>Key Strengths:</b>	<b>Areas for Development:</b>
<b>Aspect of The Quality of Education</b>	<b>Overall Judgement:</b> 2	<b>Overall, leaders judge the quality of education in the early years to be Good</b>	<ol style="list-style-type: none"> <li>1. Review the curriculum to ensure it remains coherent and sequenced</li> <li>2. Staff leadership to develop across both sites</li> <li>3. All staff remained focused on using a wide range of vocabulary</li> <li>4. The environment reflects an outstanding setting</li> <li>5. GLD will continue to meet national</li> </ol>
<b>QUALITY OF EDUCATION IN EARLY YEARS- OVERALL JUDGEMENT</b>		<b>EY INTENT</b> (Curriculum design meeting pupils' needs/ adaptation/ planning & sequencing to clear end points)	
<b>EY INTENT</b>	2	<ul style="list-style-type: none"> <li>• Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.</li> <li>• The curriculum is coherently planned and sequenced.</li> <li>• The school's approach to</li> </ul>	
a) Curriculum- ambition for all pupils (inc DAP)- securing knowledge, self belief & culture capital for success in life.	2-		
b) Curriculum- Planned & sequenced towards knowledge foundations for future schooling.	2-		
c) Systematic and effective teaching of early reading and phonics.	2		
d) Academic ambition for all pupils, including for SEND pupils – curriculum design meeting needs	2		
OUTSTANDING- The quality of early years education provided is exceptional –( this relates to all 3 I's)			
OUTSTANDING- Curriculum offers no limits to children's achievements – high ambition shared by all staff.			
<b>EY IMPLEMENTATION</b>		<b>EY IMPLEMENTATION</b> (Teaching/ Learning/ Assessment/Planning/ POS- key knowledge & long- term memory)	
e) Meaningful learning for all through an ambitious, coherently planned curriculum- sufficient knowledge for future learning.	2-	Children benefit from meaningful learning across the intended curriculum.	
f) Teaching promoting and adapting learning- including assessment for learning.	2-	The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.	
g) Focus on Vocabulary, communication & reading inc. staff expertise in teaching synthetic phonics & reading – providing foundations for future learning.	2	Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.	
h) Staff expertise in teaching maths- resulting in number understanding, fluency, long- term memory.	2-	<ul style="list-style-type: none"> <li>• Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.</li> <li>• Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They</li> </ul>	
i) Communication with parents	2		
j) Promotion of physical & emotional health and well-being.	2		
OUTSTANDING- Foundations for future learning through sharp focus on developing wide vocabulary, effective communication, knowledge in phonics in preparation for fluent readers.			
<b>EY IMPACT</b>	<b>2</b>		
k) Most children achieve the Early Learning Goals esp in maths & literacy & have appropriate personal, physical & social skills	2		
l) Developing vocabulary and understanding language across 7 areas of learning- speed, accuracy and enjoyment of reading by end of reception	2-		
m) Children's positive attitudes to learning – high levels of curiosity, concentration, enjoyment & take pride in their achievements.	2		
n) Children well prepared for rest of their schooling	2		
OUTSTANDING- Impact of the curriculum on what children know, remember and do is strong. Children's high levels of engagement and concentration. Children do well, particularly DAP. SEND achieve best possible outcomes			

		<p>provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.</p> <ul style="list-style-type: none"> <li>• The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.</li> <li>• Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.</li> </ul> <p style="text-align: center;">•</p> <p><b>EY IMPACT</b> (Standards-End of EY Outcomes/ In school Outcomes/ Explicit end points)</p> <ul style="list-style-type: none"> <li>• Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.</li> <li>• Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.</li> <li>• Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.</li> </ul> <p style="text-align: center;">•</p>	
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**Overall Quality of Early Years Education Key Priorities:** A strong curriculum ensures that all pupils are ready for the next stage of education delivered through high quality interactions between adults and children.

**Key Priority:**

**Overall Effectiveness Judgement** **2**