

ECM Self-Evaluation Summary 2023-24

Stuart Road Primary Academy

Head Teacher: Britta Nicholls





Contextual Information Term 1 2023.

YEAR	PUPILS (No.)	BOY (%)	GIRL (%)	PP/Ever 6 (%)	SEND (%)	EAL (%)	LAC (%)	Mobility Leavers			Mobility Joiners			Absence		
								Aut	Spr	Summer	Aut	Spr	Summer	??	??	??
School	181							2			5					
Reception	16	56%	44%	6%	6%	0%	0%									
Year 1	26	39%	62%	27%	25%	12%	0%	2			2					
Year 2	22	46%	55%	32%	18%	14%	5%				1					
Year 3	30	47%	53%	50%	10%	10%	0%									
Year 4	29	59%	41%	28%	10%	14%	0%				1					
Year 5	29	48%	52%	45%	14%	31%	3%				1					
Year 6	30	67%	33%	20%	10%	17%	3%									

Previous Inspection: Outstanding/ Good/ Requires Improvement/ Inadequate (date)

	AREAS FOR IMPROVEMENT (AFI):	IMPACT OF ACTIONS TAKEN TO ADDRESS (AFI):
1. OFSTED graded Good on 2 nd /3 rd November 2021	<ol style="list-style-type: none"> 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. 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. 	<ol style="list-style-type: none"> Foundation subject leads, through use of ROCKS cards, are confident that key knowledge is being taught and retained. This year, new subject leads will monitor and evaluate progression of skills and core knowledge retention through rigorous monitoring and evaluation process. Leaders to monitor impact of ROCKs and pupils' retention and recall of key knowledge and skills. This year, leaders to create an effective assessment process of foundation subjects to help embed knowledge in all areas.

Supporting Evidence- Including impact of response to COVID-19 pandemic



DOCUMENTS (including historical assessment info summary)	RESPONSE TO COVID DOCUMENTATION
 Whole School Data Overview Summer EN  Whole School Data Overview Summer EN	

Overall Effectiveness Judgement

1/2/3/4

ASPECTS:		KEY PRIORITY AREAS – From Self Evaluation Conducted in 2023/24 & for School Impact Plan
Quality of Education:	1	<ol style="list-style-type: none"> 1. Teaching and learning at Stuart Road Primary is of a high quality with all pupils making progress inline, if not above national. 2. End of Key Stage results demonstrates the rapid progress pupils achieve which results in above national learning outcomes, in particularly the high percentage of GDS in core subjects at end of Key Stage 2. 3. Following external moderation at Key Stage 1, all pupils (including 50% disadvantaged) achieved well in reading, writing and maths. 4. Leaders have a robust monitoring and evaluation programme which ensures continuous professional development and high level of practice from all teachers.
Behaviour and Attitudes	2	<ol style="list-style-type: none"> 5. Behaviour throughout the school has been judged as good. 6. School leaders and school staff continue to monitor behaviour and revisit behaviour expectations termly. 7. Behaviour is monitored closely with any incidents recorded on to the school system CPOMs. 8. All staff are aware of and consistently follow the school's behaviour policy, encouraging and praising correct behaviour choices and putting into place sanctions and support where this proves a challenge. 9. No instances of bullying or racism are to be tolerated.
Personal Development	2	<ol style="list-style-type: none"> 10. The school's personal development offer is good. 11. Leaders wish to extent the current offer of after school clubs to include Plymouth Patriots basketball and Running club for Plymouth Half marathon school event. 12. Additional visits/visitors that are locally sourced to be agreed at the start of the school year with specific links to KRPs. 13. PHSE and RSE taught age appropriately throughout the school with information shared with parents to inform them of content before RSE taught in Term 6. 14. SMSC delivered consistently across the school with opportunities such as school council representative, wellbeing warrior and house captains roles provided. 15. Curriculum maps Faith speaks and visitors linked to projects attending school. 16. Disadvantage pupils will be tracked to monitor access to clubs offered.
Leadership and Management	1	<ol style="list-style-type: none"> 17. Leadership and management of the school is strong. 18. There exists a clear vision by leaders of actions required to ensure outstanding teaching and learning at the school. 19. Subject leads have an ambition vision for the subject and outcomes are exceptional. 20. Disadvantaged and SEND pupils achieve well. 21. Robust monitoring and evaluation systems ensure consistent high expectations and high standard of education throughout the school. 22. Leaders are aware and work hard to support staff wellbeing with considerations of work life balance. 23. All staff receive high quality CPD.
Quality of Early Years Education	2	<ol style="list-style-type: none"> 24. Ensure strong start with new EYFS lead. 25. EYFS lead to receive induction and regular support from headteacher. 26. EYFS curriculum coherently planned and sequenced. 27. Sharp focus on ensuring children acquire a wide vocabulary and there exists a vocabulary rich EYFS environment. 28. EYFS pupils make a strong start with phonics provision. 29. Secure GLD at 75% or above.

Quality of Education

ASPECTS:		OVERALL, LEADERS JUDGE THE QUALITY OF EDUCATION TO BE OUTSTANDING THIS JUDGEMENT IS BASED ON:			DEVELOPMENT AREAS:
INTENT		INTENT	IMPLEMENTATION	IMPACT	INTENT:
a) Curriculum - Breadth & ambition for all pupils (inc. SEND & DAP) - securing knowledge & culture capital for success in life.	1	<p>(Curriculum design meeting pupils' needs/ adaptation/ planning & sequencing to clear end points)</p> <ul style="list-style-type: none"> The curriculum intent is embedded securely and consistently The curriculum is coherently planned & sequenced Pupils study the full curriculum through a broad range of subjects <p>See Supporting Evidence- curriculum overview</p> <p>Example ROCKs cards</p> <p>Sample Progression of subject knowledge and skills</p>	<p>(Teaching Learning/ Assessment/Planning/ POS- key knowledge & long term memory)</p> <ul style="list-style-type: none"> Teachers have good knowledge of the subjects they teach. Teachers use assessment well, especially in Maths and English and Phonics Teachers create an environment that focuses on pupils The work given to pupils is demanding and matches the aims of the curriculum in most year groups Reading is prioritised with a rigorous and sequential approach to the reading curriculum There is a sharp focus on younger children gaining phonics knowledge Teachers ensure their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. 	<p>(Standards-End of KS Outcomes/ In school Outcomes/ Explicit end points)</p> <ul style="list-style-type: none"> Pupils develop detailed knowledge skills across the curriculum and, as a result, achieve well Pupils work across the curriculum is good Pupils read widely and often with fluency and comprehension appropriate to their age. This is evidenced in end of KS outcomes: Y2 reading results: EXS 80% and GDS 20% Y6 Reading Test results: EXS 82% GDS 37% Y1 Phonics – 74% They are able to apply mathematical knowledge, concepts and procedures appropriate for their age. End of Key Stage results support this with the following: Y2: EXS 83% GDS 27% Y6: EXS 82% GDS 33% Y4 MTC – 78% 	<p>1. New subjects leads to monitor and evaluate subjects and are confident key knowledge and skills are being taught and retained.</p> <p>IMPLEMENTATION:</p> <p>1. SEND and DIS pupils have improved outcomes</p> <p>2. New 'Experience Classroom' enhances pupils knowledge and understanding of Knowledge Rich Projects and provides memorable experiences.</p> <p>IMPACT:</p> <p>1. Year end outcomes are above national.</p> <p>2. Assessment is used for all subject areas and impacts on future teaching and learning.</p>
b) Curriculum - Planned & sequenced towards knowledge & skills for future learning & employment.	1				
c) Curriculum - Adapted, designed & developed to meet needs of all SEND pupils.	1				
d) Broad & balanced curriculum/ subjects for all pupils	1				
OUTSTANDING - The quality of education provided is exceptional – (this relates to all 3 IS)	1				
OUTSTANDING - Intent is strong, known and implemented through firm & common understanding across the school	1				
IMPLEMENTATION	1				
e) Teacher's subject knowledge, feedback, deepening, challenging & supporting learning	1				
f) Teaching supporting knowledge development & connections in long term memory	1				
g) Impact of teachers'/ leaders' assessment - embedding knowledge, check understanding & informing teaching	1				
h) Teaching materials and approaches reflect ambition, sequenced in K & S and support curriculum intent	1				
i) Staff's high expectations meet curriculum aims- challenge for all pupils- developing knowledge	1	 Progression of Skills History.docx			
j) Sequential teaching of reading impact, (inc phonics) - securing fluency, confidence and enjoyment of reading across the full curriculum. At all stages reading attainment assessed and gaps addressed quickly.	1				
k) Phonics knowledge & language comprehension, securing foundations for future learning	1	 Y6 Circulatory System - RoCKs.docx			
l) Staff strong role models in language and vocabulary development – S&L, reading, writing	1				
OUTSTANDING - Implementation consistently strong- embedded securely and consistently	1				
OUTSTANDING - Across the whole school, lessons deliver the curriculum	1				

<i>INTENT.</i>	
□ <i>OUTSTANDING - Over time & consistently, curriculum aims are met- all pupils challenged: gain the knowledge & skills for future learning & employment.</i>	1
IMPACT	
m) Pupils detailed knowledge & skills across the curriculum (as seen in national tests/ results).	1
n) Quality of work across the curriculum of good quality	1
o) Reading - widely & often-age appropriate fluency & comprehension, preparing for next stage Maths-age appropriate application of knowledge, concepts & procedures	1
p) Preparation for the pupils' next stage of education, learning or employment. Inc. best outcomes for SEND	1
□ <i>OUTSTANDING - Pupils' work across curriculum consistently of high quality</i>	1
□ <i>OUTSTANDING - Pupils achieve highly, particularly DAP. SEND achieve exceptionally well</i>	1

- See Supporting Evidence – English and Science subject leads action plans



Science - Subject Leader Action Plan 23



Writing - Subject Leader Action Plan 23

- Pupils are ready for the next stage of education

- See Supporting Evidence – whole school data summary



Stuart Road Primary Academy 2022 23 DA'

OVERALL QUALITY OF EDUCATION KEY PRIORITIES:

1. Move curriculum from good to outstanding through embedding of ROCKS remembering knowledge and skills. Disadvantaged pupils consistently achieve well, pupils with SEND achieve exceptionally well.

Behaviour and Attitudes

1/2/3/4

ASPECTS:		OVERALL, LEADERS JUDGE BEHAVIOURS & ATTITUDES TO BE GOOD THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:
a) School's consistent high expectations of behaviour, conduct & routines reflected in pupils' manner	2	<ul style="list-style-type: none"> • Behaviour is mostly good throughout the school • Pupils attitudes to their education is positive as evidenced by pupil voice across subjects. • Attendance is good and in line with national (93.8%) • Fixed term exclusions were put in place due to exceptional physical outbursts and extreme behaviour that proved unsafe. • Fixed term exclusions would only follow should IBPs (individual behaviour plans) not be successful. • The fixed term exclusions allowed for reflection and a chance to re-set before returning to school after a reintegration meetings with HT and parents. 	<ol style="list-style-type: none"> 1. Ensure all staff demonstrate high expectations of behaviour. 2. All pupils to reflect positive attitudes to school and learning 3. Attendance remains above 95%.
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	2
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	

- 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.
- 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.
- 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.

- See Supporting Evidence- copy of the Behaviour Policy



RSAT Behavioural Policy V1 Updated 26.

OVERALL BEHAVIOUR & ATTITUDES KEY PRIORITIES:

- Embed and expect consistent approach of good behaviour across the school.

Personal Development

1/2/3/4

ASPECTS:	OVERALL, LEADERS JUDGE PERSONAL DEVELOPMENT TO BE GOOD THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:
a) Curriculum beyond academic including SMSC confident, resilient, independent & character development	<ul style="list-style-type: none"> 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 The school provides high quality pastoral support offering ELSA and TIS sessions. The school provides a range of opportunities to nurture, develop and stretch pupils' talents and interests. 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. 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. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. <p>Specific strengths in PERSONAL DEVELOPMENT following the COVID-19 pandemic:</p>	<ol style="list-style-type: none"> Personal development opportunities are seen as a priority across the whole school Ensure there is a range of external learning opportunities including off-site visits that enhance learning experience. Pupils understanding of FBV are secure.
b) Pastoral support - Mental & Physical Wellbeing - development of pupils' talents & interests		
c) Fundamental British Values, diversity and equality of opportunity		
d) Contribution to society as responsible, respectful and active citizens		
e) Well prepared for future success in education & employment (secondary)		
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:

- Knowledge Rick Projects linked visits are in place to enhance pupils' learning experiences and embed key knowledge and skills.

Leadership and Management			1/2/3/4		
ASPECTS:	OVERALL, LEADERS JUDGE LEADERSHIP & MANAGEMENT TO BE OUTSTANDING THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:			
a) High Expectations, ambition and inclusive education securing strong impact- <i>this vision maintained throughout the pandemic.</i>	1	<ul style="list-style-type: none"> 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. 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. Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. Leaders engage effectively with pupils and others in their community, including, where relevant, parents, employers and local services. Engagement opportunities are focused and purposive. 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. 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. 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. 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. Disadvantaged children are tracked to gauge the level of engagement in professional development offered. 	<ol style="list-style-type: none"> All teachers receive high quality CPD – this year Tom Sherrington's Walk-Thrus adopted to inform and improve practice. Observations and feedback from these sessions will take place termly as part of staff INSET. All subject leaders have an ambitious vision with exceptional outcomes at each stage of education New Subject leads are developed through high quality CPD Subject leads have strong vision of subject by regularly evaluating action plans and monitoring (book look, pupil voice, coverage) Governance provides challenge Well-being of staff is viewed as a priority 		
b) Improving teaching & curriculum through monitoring, coaching and CPD (inc. for ECTs) and ensuring pupils receive their entitlement of P.O.S. <i>including through teacher's expertise in remote education.</i>	1				
c) Focused & purposeful engagement with pupils, parents, local services, employers & community	1				
d) Engagement with staff, managing workload <i>including managing staff workloads proactively in response to COVID-19</i> and protecting staff from bullying & harassment					
e) Governors' roles, vision and deployment of duties	1				
f) Governors ensure school fulfils statutory responsibilities (i.e. Equalities Act, Prevent Strategy, Safeguarding)	1				
g) Effective culture of Safeguarding – identify/help/manage	1				
OUTSTANDING - Leadership and Management are exceptional	1				
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.	1				
OUTSTANDING - High levels of support for well-being issues					
OVERALL LEADERSHIP & MANAGEMENT KEY PRIORITIES:					
1. The vision for providing high quality education is realized through strong practice and shared values.					

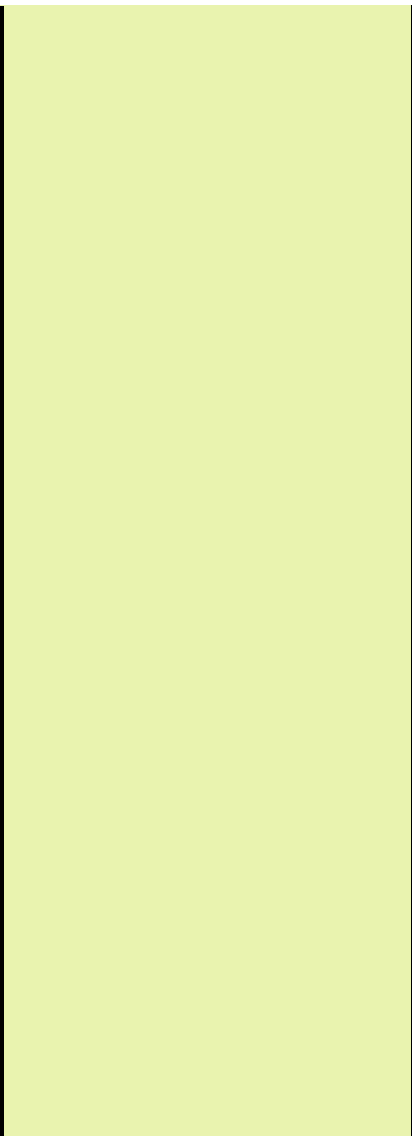
Quality of Early Years Education			1/2/3/4
ASPECTS:	OVERALL, LEADERS JUDGE EARLY YEARS TO BE GOOD THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:	
KEY INTENT			

a) Curriculum - ambition for all pupils (inc DAP) - securing knowledge, self-belief & culture capital for success in life.	<p>INTENT</p> <p><i>(Curriculum design meeting pupils' needs/ adaptation/ planning & sequencing to clear end points)</i></p> <ul style="list-style-type: none"> 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. The curriculum is coherently planned and sequenced. 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 	<p>IMPLEMENTATION</p> <p><i>(Teaching Learning/ Assessment/Planning/ POS- key knowledge & long term memory)</i></p> <ul style="list-style-type: none"> Children benefit from meaningful learning across the intended curriculum. 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. Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. 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 	<p>IMPACT</p> <p><i>(Standards-End of EY Outcomes/ In school Outcomes/ Explicit end points)</i></p> <ul style="list-style-type: none"> 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. 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. 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. 	<p>EY INTENT:</p> <ol style="list-style-type: none"> An ambitious and coherent curriculum is constructed and delivered. Provision is strong with purposeful learning taking place. There exists a vocabulary rich environment which promotes and enhances early reading. Staff leadership developed. <p>EY IMPLEMENTATION:</p> <ol style="list-style-type: none"> Children are demonstrating good learning behaviours from the intended curriculum. Early reading and early phonics have made a strong start. Staff are knowledgeable and well trained in delivery of phonics and early mathematics. Assessments are purposeful and age appropriate. Staff promote wellbeing of all pupils. <p>EY IMPACT:</p> <ol style="list-style-type: none"> GLD to continue to be in line or above national. 	
b) Curriculum- Planned & sequenced towards knowledge foundations for future schooling.					
c) Systematic and effective teaching of early reading and phonics.					
d) Academic ambition for all pupils, including for SEND pupils – curriculum design meeting needs					
<p>▢ OUTSTANDING - The quality of early years education provided is exceptional – (this relates to all 3 I's)</p>					
<p>▢ OUTSTANDING - Curriculum offers no limits to children's achievements – high ambition shared by all staff.</p>					
<p>EY IMPLEMENTATION</p>					
e) Meaningful learning for all through an ambitious, coherently planned curriculum- sufficient knowledge for future learning.					
f) Teaching promoting and adapting learning- including assessment for learning.					
g) Focus on Vocabulary, communication & reading inc. staff expertise in teaching synthetic phonics & reading – providing foundations for future learning.					
h) Staff expertise in teaching maths - resulting in number understanding, fluency, long- term memory.					
i) Communication with parents					
j) Promotion of physical & emotional health and well-being.					
<p>▢ OUTSTANDING - Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.</p>					
<p>EY IMPACT</p>					

k)	Most children achieve the Early Learning Goals esp. in maths & literacy & have appropriate personal, physical & social skills
l)	Developing vocabulary and understanding language across 7 areas of learning - speed, accuracy and enjoyment of reading by end of reception
m)	Children's positive attitudes to learning - high levels of curiosity, concentration, enjoyment & take pride in their achievements.
n)	Children well prepared for rest or their schooling
	<p>□ 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>

and avoid unnecessary burdens on staff or children.

- Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They 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.
- 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.
- 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.



OVERALL QUALITY OF EARLY YEARS EDUCATION KEY PRIORITIES:

1.