

School context

It is acknowledged that all educational settings have had to navigate through an extremely challenging period, however, for Hunsbury Park Primary School this also included a new headteacher joining the school, significant staff mobility and the restructure of the school leadership team.

The school governing body recognized the need to address key areas across the school and have worked with the new headteacher to address these. This has resulted in the school fulfilling all of its statutory requirements, engage in the development of learning areas, development of key process / procedures and support the professional development of staff.

As a result of these changes whole staff are clear on their professional roles and responsibilities

Hunsbury Park Primary School is a smaller than average sized primary school with 326 pupils on roll from aged 4-11 including a 10-place resourced provision for social, emotional, mental, health (SEMH).

The most significant change since the last inspection has been the change of school leadership. Under the new leadership structure, clear roles and responsibilities have been established; the deputy headteacher is responsible for the school curriculum and assessment. Both assistant headteachers are new to the school and are responsible for teaching / learning and behaviour / attitude.

As a school with a high percentage of pupils with SEND (31%), we have 2 SENDCo's (part time) who are responsible for phase 1 and phase 2. The percentage of pupils with an EHC Plan is 6% which is above the National Average.

49% of our pupils are White/British. 34% of our pupils have English as an additional language.

The proportion of pupils known to be eligible for Pupil Premium Grant is 33 % which is above National Average.

On starting school in the Early Years Foundation Stage, the majority of pupils' skills and abilities are general below national expectations, coming from up to 15 early year's providers, with a range of different experiences and skills, many with additional and sometimes significant special needs.

Ofsted Inspection (18th July 2017) Areas for Development:

1. Teachers continue to support pupils to extend their vocabulary and develop its use
2. All teachers consistently provide suitable challenge for the most able pupils, including those who are disadvantaged, so that more pupils achieve the greater depth in reading, writing and mathematics throughout the school.

However, more recently an external monitoring review showed that:

1. Progress and attainment are overall below national.
2. Phonic outcome is below national
3. While there is curriculum development there is no mention of outcomes in the foundation subjects or preparation for next steps.
4. Overall attendance remains slightly below national and persistent absence is high

As a result:

1. Pupil Progress and attainment is being addressed through a parallel approach of both 'Quality First' teaching and targeted interventions. Catch up funding has carefully been planned to address children with gaps in learning and close attainment and progress gaps. This led to a specific role for a member of staff to be used in to provide targeted interventions for



children across the whole school. Wellbeing and nurture groups have helped address low attainment by helping and preparing children to learn effectively in the classroom and access the full curriculum. Additionally, we recognised the need to further support / increase learning periods, we therefore deliver extra-curricular academic clubs to targeted children; this has been accompanied by regular homework being set across which is progressive and supports, consolidates and builds on what the children have learnt in the classroom. In order to address the quality of teaching learning, more rigorous monitoring has taken place with clearly reviewed outcomes and actions. Senior leaders have a teaching commitment and we have been able to utilise these opportunities to model and coach staff. In order to support the raising of expectations there has been a focus on staff CPD with a breadth of training available as well as the subscription to National College.

2. In the Autumn term, designated catch-up funding was focused on phonics. Specific, intensive phonics interventions were put in place to raise the standard of Year 2 children. These were successful in aiding the children to make significant progress evidenced by the phonics test scores. Throughout lockdown, differentiated daily phonics videos and tasks were set for all Year 1 and 2 children. Additionally, during live English lessons, a small focus was given to phonics to consolidate phoneme awareness. After Easter, 'keep up to catch up' sessions were introduced in Key Stage 1 to consolidate learning and to prevent children from falling behind in phonics sessions. Phonics interventions continue to happen throughout the week, directed at children falling behind the national expectation. Throughout the year, 8 members of staff have received Sounds-Write training across EYFS, KS1 and KS2. Phonics planning has been reviewed and staff have been signposted to example planning. Regular learning walks have been conducted monitoring the effectiveness of phonics teaching. The phonics lead has also engaged in regular meetings with Roade English Hub.
3. Whole school approach to Cornerstones has been implemented which has resulted in a mapped coverage of foundation subjects. Foundation subject leader development has been directly supported in school by the DHT and through CPD via the National College. This has provided staff with focussed CPD on delivering subject intent, implementation and impact within their area, whilst gaining a greater understanding of leading a subject. Senior leaders have created foundation subject assessments to ensure consistency across the school as well as a more in-depth teacher assessment of these subjects to in turn drive outcomes. All subject leaders collate this information using a 'Padlet'. We have continued to recognise the importance around ongoing curriculum development and in line with our leadership restructure, a new AHT has been employed to drive our school curriculum and support teaching, outcomes and attainment.
4. Weekly analysis of attendance takes place between the Headteacher, family support work and office assistant to highlight any specific concerns or patterns. When pupil's attendance is identified as a concern, face to face meetings take place to review the reasoning for the attendance concerns, provide school support where possible and set expectations in line with the school's code of conduct – the current average attendance is 95.9%, which is a significant improvement on the previously recorded data.

Key strengths of the school

- School leaders have high expectations of all pupils and are focused on driving improvements in the Quality of Education delivered.
- The principles of Equality and Inclusion lie at the heart of what we do in mainstream and within our Specialist Resource Provision.
- Staff professional learning is prioritized in order to secure improved outcomes for our pupils. This has included training on Talk for Writing, Talk for Reading, Jigsaw (PSHE) and Sounds write

Core principles

- To further build on our good practice in teaching the core subjects to secure further improved pupil outcomes in order to significantly close the gap on National Averages,
- To further develop Foundation Subject leadership so that they can build on good quality teaching across the school in all subject areas



- To continue to develop our broad, rich and rigorous curriculum, that incorporates meaningful wider school experiences whilst providing many opportunities to develop the whole child, supporting their Personal Development.

Leadership and management

Intent

- Leadership continues to strengthen at Hunsbury Park Primary school as the leadership structure is regularly reviewed to further distribute leadership enhancing our capacity to lead, support and secure improvements and prepare for successional planning.
- The current SLT is clearly focused on raising outcomes for all children through the effective implementation of a knowledge rich, broad and balanced curriculum, with a focus on ensuring teachers and support staff access high quality training and support to ensure that children across the school receive the best quality provision.
- Core subject leaders have clear responsibilities and are committed to achieving at least good outcomes through great teaching.
- Subject Leaders continue to develop their understanding of their role and responsibility, as we continue to drive forward continuing improvements in supporting teachers in implementing the curriculum.
- Work with the Roade English Hub and Enigma Mathematics Hub has provided effective opportunities for school leaders to develop and is strengthening leadership and teaching across the school.
- Staff at all levels have planned access regular high-quality training and support to equip them well to effectively support teaching and learning.
- The school is dedicated to ensuring that school leaders and teachers continue to access external training opportunities to further develop their teaching and leadership skills including NPQSL, NPQML, Talk for Writing training, talk for Reading training, Enigma Maths Hub Training and Sounds write.
- Safeguarding processes are robust, staff are adept at identifying children who may need early help or who are at risk of neglect, abuse, grooming or exploitation.
- Governors are committed to monitoring, supporting and challenging the school to achieve good outcomes through regular visits and inviting presentations by staff. Governors have also accessed a range of training opportunities including induction, LA finance training, safer recruitment and safeguarding.
- Leaders are committed to reducing staff workload through reducing and supporting planning and ensuring any data and assessments are manageable and worthwhile.

Implementation

- Leaders have high expectations of all pupils and are driving improvements in order to secure outcomes above the National Average.
- 2 senior leaders are currently undertaking the NPQSL and an aspiring leader is undertaking a NPQML. Two other staff members will be completing the NPQSL next year.
- Teachers and Teaching Assistants are being professionally developed through regular training and support opportunities.
- The Maths subject lead continues to attend training led by the Enigma Maths Hub.
- English and Maths Subject leaders have regular opportunities to lead staff CPD to improve teacher subject knowledge and impact on teacher confidence, expectation and the quality of teaching and learning.
- Our PSHE/RSE Lead has successfully implemented a new 'Jigsaw' curriculum.
- An external Safeguarding Audit is planned for September 2021, the Safeguarding Governor monitors Safeguarding termly.
- Our Full time Family Support Worker and Behaviour Support Assistants support pupils need to reduce their risk of harm and refer children for further external support if required.
- The school is making positive efforts to support well-being of staff by providing high quality CPD and reducing workload through supportive planning and reviewed expectations relating to assessment data collection.



- Governors regularly visit the school and invite staff to present at meetings to support, monitor and challenge leaders. They also talk to pupils and discuss parent surveys.

Impact

- School leaders have continued to work towards improvements in the quality of education.
- School Leaders have continued to ensure pupils continue to access and achieve well in a rich, broad curriculum with clear progression.
- The revised leadership structure has distributed leadership so there is an increasing capacity to secure school improvements, lead training, support planning, model lessons and assist “follow up and follow through”.
- Staff are keen to develop themselves professionally taking up regular CPD and leadership training opportunities
- English, Maths and Phase leaders ensure high expectations, resulting in improving outcomes.
- Due to robust safeguarding practices children feel safe and are safe.
- Due to our consistent approach to managing behaviour, incidents of poor behaviour are rare and the climate is conducive to learning.

Core principles

- To support our Foundation Subject leads to enable teachers to effectively implement the new Cornerstones curriculum for Science, History, Geography, RE and Art which has been interrupted by Covid.
- Develop Middle leaders and Subject Leaders through a high quality CPD to impact positively on the quality of Teaching and pupil outcomes across the whole curriculum.

Curriculum and assessment

Intent

Curriculum

- To provide a knowledge rich, broad and balanced curriculum that challenges, excites and inspires children to become successful and confident learners who achieve their best.
- To provide high quality teaching schemes and resources for all subjects across the school, to ensure teaching is at the appropriate standard and that there is progression across year groups.
- To develop the role of subject leaders to drive learning forward and raise standards.
- To timetable subjects so that there is the appropriate coverage across the year with monitoring in place to ensure that this takes place.
- To introduce the new Early Years Curriculum in September 2020, as an early adopter school.

Assessment

- To provide teachers with robust materials for summative testing (in the core subjects) to support their teacher judgements and to track this at three points through the year.
- To complete a ‘question level analysis’ of each test to identify strengths and weaknesses in the whole class, groups and individuals to inform future planning and interventions.
- To produce assessment statements to support teachers in making summative attainment judgements for the foundation subjects and to track this at three points through the year.
- To have an expectation for ongoing formative assessment (AfL) in all lessons.

Implementation

Curriculum

- The core subjects are taught with the following approaches:
 - Maths – Maths is taught through Power Maths
 - Writing – Talk 4 Writing
 - Reading – V.I.P.E.R.S. / Talk 4 Reading
 - Phonics – Sounds-Write
 - Handwriting – Kinetic Letters
- Cornerstones Curriculum Maestro was introduced in September 2020 and in the term prior to this, staff received training to be able to implement this new curriculum. Curriculum Maestro is a thematic curriculum and we teach, Science, History, Geography, Art & Design, Design & Technology and Computing using this approach. All the other foundation subjects are taught discretely and we now have a scheme for every subject to support teachers with their subject knowledge and planning. This also ensures that lessons are delivered at the appropriate level of challenge.
- The Jigsaw Scheme for P.S.H.E. was introduced in January 2021 to ensure we were meeting the new expectations of relationships and health education. Staff received training in May 2021 to learn about the wider applications of this excellent scheme.
- Subject leaders are in place for all foundation subjects, in addition to core subjects. They have received 'in house' training regarding the intent, implementation and impact of their subject. They have had opportunities to develop their own CPD through online professional development and have been supported to analyse summative tracking data; to look at written pupil voice responses; and to carry out monitoring through a book browse. (Lesson visit were not possible because of Covid restrictions). Subject leaders have also produced 'Padlets' of information for all teachers to access.

Assessment

- The use of PiXL tests for summative testing plus question level analyses is already firmly embedded across the school.
- The use of AfL in lessons is also firmly embedded and teachers have received additional in-house training regarding this.

Impact

Curriculum

- T4W – this consistent approach has ensured that children are able to build on prior knowledge each year to build their 'tool kit' of writing skills.
- T4R – Online training has recently taken place for T4R and this approach is gradually being introduced in whole class reading lessons (along side VIPERS) - lesson observations have shown greater engagement in lessons. In addition, for beginner readers, the use of the reading books linking to phonic knowledge can be seen to be supporting reading skills.
- Curriculum Maestro has provided learning in context for the children and teachers report greater enjoyment and engagement in lessons in the acquirement of knowledge. There is now consistent progression across year groups.
- The other schemes, for discretely taught subjects, have supported teachers so that they have been able to provide higher quality lessons as seen in learning walks. For French, the scheme has allowed a four-year catch-up plan to take place and standards are gradually rising in this subject.
- The development of subject leaders is having a big impact. We now know the strengths and weaknesses across the school in all subjects, and subject leaders have actions plans to address areas of development and how to move their subject forward.

Assessment

- The use of rigorous testing, together with question level analyses and Pupil Progress Meetings, has allowed teachers to identify individual children and groups, to target with specific knowledge of the skills that need to be taught.
- There are now assessment statements for all the foundation subjects. The impact of these should be greater accuracy of attainment judgements at the end of the year.

Teaching and Learning

Intent

- Pupils have access to the full curriculum, including a broad range of subjects, in EYFS, KS1 and KS2.
- SLT and teachers work together towards developing a curriculum that is ambitious and designed to give all pupils (particularly disadvantaged pupils and pupils with SEND) the knowledge and cultural capital they need to be successful.
- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
- The curriculum is adapted, designed and developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Teachers have good subject knowledge across the curriculum they teach, and teachers are supported when teaching outside their expertise.
- Lessons taught are of a high standard and teachers are able to engage in reflective opportunities to enhance their teaching practice.
- Teachers give regular, high quality feedback to pupils, both written and verbal, enabling children to reflect on next steps within their learning.
- Teachers use summative and formative assessment to help pupils to embed and use knowledge fluently, check understanding and inform teaching.
- Staff create an environment that is stimulating and focuses on pupils.
- Pupils make good progress within lessons.

Implementation

- All subjects including core subject and foundation subjects, are taught across EYFS, KS1 and KS2 and are timetabled in weekly.
- Time has been given to T4W and T4R through CPD which has enabled both schemes to be implemented across the school and staff are using the schemes in their teaching, evidenced from learning observations. Both schemes enable opportunities for pupils to build on prior knowledge, applying what they know and can do with increasing fluency and independence.
- Power maths continues to be used daily for maths teaching across the school, which builds on pupils' prior knowledge, fluency and understanding.
- Cornerstones has been introduced for geography, history, art, design & technology which develops skills, knowledge and abilities for children to apply what they know with increasing fluency and independence.
- The Hive is used to help pupils with SEND/SEMH needs to access the curriculum. Adult support is planned carefully to help pupils access the curriculum.
- SENDCo's work closely with teachers and staff to support pupils to access the curriculum and make progress throughout the year.
- Lesson observations and learning walks have taken place throughout the year to monitor quality of lessons and teaching delivery. Teachers have had the opportunity to discuss their teaching with a member of SLT and identify next steps for their own practice.
- Teachers have had access to CPD opportunities to enhance subject knowledge such as T4R, T4W and Sound-Write training. The school has invested for staff to have access to the National College platform, where teachers can seek CPD opportunities and enhance their own subject knowledge.



- The marking and feedback policy has been updated and shared with staff to ensure consistency and quality of feedback to pupils.
- Staff meetings have focused on assessment for learning and how this can be used effectively in the classroom.
- Display boards and classroom environments are engaging for children. Plans to enhance the communal environments are in place.

Impact

- Learning walks and lesson observations show teachers are teaching a wide range of subjects and pupils' knowledge and skills across the curriculum is being developed.
- Learning walks have identified the pupil's work is increasing in quality, demonstrating good progress in lessons.
- Senior leaders have high expectations of teachers and pupils which is beginning to be reflected in pupils' results.
- Pupils with SEND are achieving the best possible outcomes.
- Teachers are more confident at teaching outside their subject expertise and know how to access CPD to further develop and enhance their teaching.
- High standards in teaching and learning from senior leaders and teachers have led to pupils being more engaged, making progress and achieving to their true potential.

Core principles

- To support Subject leads to enable teachers to ensure the curriculum is ambitious, coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
- To develop use of assessment and supporting teachers to be able to use assessment appropriately and effectively to enhance the pupils' learning.

Behaviour and attitude

Intent

- Behaviour and attitude continue to develop at Hunsbury Park through the introduction of a clear and consistent behaviour model for all staff to follow.
- All staff are trained and are committed to the new approach where positive behaviour choices are recognised and rewarded first.
- The school community is dedicated in demonstrating a positive behaviour approach which promotes respect, safety, resilience and aspiration amongst the pupils.
- Staff at all levels maintain high expectations of behaviour throughout the school day, delivering a consistent message which align to our behaviour ethos.
- A clear, consistent and fair staged approach to behaviour has also been developed to effectively manage poor choices with behaviour.
- All staff have clear roles and responsibilities within this new model allowing the SLT to support staff members where required.
- The recording of behaviour from all staff allows for a thorough monitoring process, allowing SLT to support, challenge and identify patterns and trends that can then be managed successfully.
- The school is inclusive, supporting all children, including those with individual needs to ensure that they achieve their potential.
- All staff promote pupil attendance and engagement and where required, leaders seek effective action to support families and children.

Implementation

- A new, whole school rewards model called “House Points” where all children receive points for positive behaviour choices.
- Half Termly and End of Year winners in line with house points totals to reward effort, success and engagement
- Weekly and half termly awards for individual praise and incentive.
- A new behaviour promise of “Be Ready, Responsible and Safe” to promote our values and ethos.
- Half termly “school values” promoted by all staff to develop the whole child.
- All staff follow the “Staged Approach to Behaviour” which promotes fairness, high expectations of behaviour and a consistency across the school.
- School leaders are active around school through learning walks and observations, promoting and demonstrating high levels of expectations for both children and staff.
- Our staff are trained in the use of Arbor; the centralisation of all behavioural incidents to ensure effective monitoring of behaviour.
- Professional CPD available for all staff; strong uptake throughout the year including Team Teach training.
- Further developments for all staff where severity levels have been introduced to allow SLT to distinguish between high level and lower level behaviours.
- The school has a zero tolerance to severe behaviours and where this occurs, it is dealt with immediately.
- Staff work closely together to create Individual Behaviour Plans (IBPs) to support children with engagement in school life, learning and aspirations.
- Attendance is monitored regularly and attendance meetings are conducted to support families and children.
- Individual children are rewarded with certificates for 100% attendance throughout the year.

Impact

- All staff have continued to work towards the school ethos and vision.
- School Leaders have recognised a more clear, consistent and fairer approach to behaviour.
- The new rewards schemes throughout the school have gained momentum and all children are actively seeking rewards for their positive choices.
- Staff have developed their own professional practice and relationships with the children through the staged approach to behaviour.
- Behaviour is now effectively monitored, reviewed and addressed where required.
- Due to our consistent approach to managing behaviour, incidents of poor behaviour are rare and the climate is conducive to learning.
- The school has identified an increase in school attendance from the last academic year.

Core principles

- To provide an environment and ethos within school which recognises and rewards positive behaviour choices. All children should feel excited, safe and enthused to come to school and through positive engagement, this can be achieved.
- At Hunsbury Park, we have extremely high expectations of behaviour. Where these expectations are not met through poor choices, a staged approach to behaviour is applied for fairness, consistency and clarity for both children and staff.

Personal development

Intent

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development, including Forest School and Nurture Group work.
- The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality, using the newly bought Jigsaw PSHE scheme.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. Work with the Learning Mentor in individual and small groups and Nurture Group staff all work to encourage resilience.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. Through the PSHE teaching, school meals being cooked in school, support from the DSL and Family Support Lead, Learning Mentor sessions and the SENDCos arranging parent sessions.
- They have an age-appropriate understanding of healthy relationships, through the use of the Jigsaw PSHE curriculum.

Implementation

- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them. The use of The Hive for Nurture groups, small group teaching, lunch and play time groups, Forest School, PE and sports club's participation, class teacher and support staff run after school clubs all further develop the opportunities available.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect through the use of the Jigsaw PSHE scheme.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. All of our work is about an inclusive environment, the recent work for the IQM demonstrates we are fully inclusive.

Impact

- Pupils engage with views, beliefs and opinions that are different from their own in considered ways, the use of the Jigsaw PSHE curriculum and RE teaching across the school, ensure all children are encouraged to share views and listen to those of others.
- 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. We participate in regular fund raising and awareness days to ensure our pupils grow into well rounded citizens in a changing world. We work with local partners including the local church and Friends of Hunsbury Park group. Our football kit is sponsored by the local Café in the nearby country park, which we use regularly for Forest school and other learning opportunities.
- Pupils know how to discuss and debate issues and ideas in a considered way through the new Jigsaw PSHE curriculum, which is based on open and honest discussions and building awareness of other cultures and beliefs.

Foundation Stage

Intent

- Deliver a curriculum that is designed to give children the knowledge, self-belief and cultural capital they need to succeed in life.
- Deliver a curriculum that is ambitious for all pupils, including those with SEND, and meeting children's needs.

- Deliver a curriculum that is coherently planned and sequences, building on what children know and can do, towards cumulatively sufficient knowledge and skills for future learning.
- Classroom environments reflect the curriculum and resources are chosen to meet children's needs and promoting learning.
- Ensure pupils are given opportunities to acquire a wide vocabulary, communicate effectively and secure a knowledge of phonics.
- Deliver a strong phonics programme where staff are expert in teaching and ensure children have access to appropriate levelled books.
- To prepare children to become confident and fluent readers, reading simple words and sentences.

Implementation

- T4W, Powermaths and Cornerstones have been used to deliver an engaging curriculum for the children, linking to the Early Learning Goals and giving children opportunities and experiences to learn and develop.
- Provision is carefully planned, taking into consideration children's interests as well as their needs and is adapted appropriately. This build on what children know and embeds skills for future learning.
- Resources are selected carefully to link to children's needs and are constantly reviewed in line with children's progress.
- NELI programme has been introduced to enhance children's vocabulary.
- Discrete vocabulary teaching is planned into T4W lessons. Teachers read daily to children, extending their vocabulary knowledge and daily rhymes have been introduced to the timetable.
- Sounds-Write is a recognised SSP and is taught effectively to all pupils in Reception. By the end of the year, all Reception staff should be trained in Sounds-Write.
- Staff communicate pupil's achievements and needs to parents face to face as well as through the use of class dojo and tapestry.

Impact

- Children enjoy an ambitious, rich, engaging curriculum full of opportunities and experiences. This prepares them for the next steps in their education.
- Children are curious and enjoy learning. They listen and respond positively to each other and adults.
- Children's vocabulary has increased and communication and language is improving within Reception.
- Children are able to read simple words and sentences, preparing them for Year 1.
- Home School partnership is strong evidenced by communication on tapestry, class dojo and effective relationships between practitioners, parents and children.
- The increase of rigorous teaching of handwriting, Talk for Writing, Phonics and Reading are showing improved outcomes.
- Children enjoy, listen attentively, and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.

Core principles

- To develop children's vocabulary and communication.
- To develop staff's understanding of the EYFS curriculum and ensure staff have secure knowledge of the curriculum and pedagogy.
- To further build on good teaching of Phonics and Talk for Writing to raise standards further.



Hunsbury Park
Primary School
Working together to be the best we can be

Self-Evaluation Summary for Hunsbury Park Primary School