



Hunsbury Park Primary School Self-Evaluation Summary

I have pleasure in presenting our self-evaluation plan for the academic year 2021 – 2022. As the Headteacher of Hunsbury Park Primary School, I am extremely proud of our school community, all staff, parents, and pupils are committed to ‘working together to be the best we can be’.

	SECTIONS	SUMMARY EVALUATION										
1	OVERALL EFFECTIVENESS: The quality and standards of education	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Leadership and management</td> <td style="text-align: center;">Good</td> </tr> <tr> <td>The quality of education</td> <td style="text-align: center;">Good</td> </tr> <tr> <td>Personal development</td> <td style="text-align: center;">Good</td> </tr> <tr> <td>Behaviour and attitudes</td> <td style="text-align: center;">Good</td> </tr> <tr> <td>Quality of Early Years education</td> <td style="text-align: center;">Good</td> </tr> </table>	Leadership and management	Good	The quality of education	Good	Personal development	Good	Behaviour and attitudes	Good	Quality of Early Years education	Good
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2	SCHOOL CONTEXT	<p>Our school is a smaller than average sized primary school with 314 pupils on roll from aged 4-11 including a 10-place resourced provision, located in the Camp Hill area of Northampton.</p> <p>As with all educational settings Hunsbury Park Primary School has had to navigate through an extremely challenging period, however, for HPPS this also included a full restructure of the school leadership team, staff redundancies and the reduction in pupil admission numbers (PAN) to a 1.5 form entry.</p> <p>Additional to the changing school landscape, the school governing body recognized the need to address key areas across the school and have worked with the Headteacher to address these. This has resulted in the school fulfilling all its statutory requirements, engaging in the development of learning areas, development of key policies / procedures and actively supporting the professional development / expertise of all staff.</p> <p>The measures taken have resulted in opportunities for whole staff to be clear of their professional roles / responsibilities and have a greater understanding of how they support working towards the newly formed HPPS vision.</p> <p>School leaders have been at the forefront of strategic improvement addressing priorities by engaging with all stakeholders. The senior leadership structure enables clear line management that supports effective communication to take place. All senior leaders have specific areas of responsibility, which are aligned to areas of our school improvement plan.</p> <p>HPPS actively engages within the community it serves, working collaboratively with the local community centre, parish council and church.</p>										



Our wider staff structure reflects the needs of the school. All staff apart from the Headteacher, SENDCo and Family Support Worker have a class commitment; Assistant Headteachers have a teaching responsibility (0.6) across their phase and direct line management.

As a school with a high percentage of pupils with SEND (29.2%), we have 1 full time SENDCo who takes whole school responsibility for supporting the provision of identified groups of pupils. Our SEND population includes a broad spectrum of need:

	Pupils	Percentage	National
SEND	79	25%	12.6%
EHCP	20	6.3%	2.1%
Total	99	31.4%	14.7%

Using the information in the above table, areas of need (for the SEND group only) can be broken down further:

Area of need	Pupil	Percentage
SEMH	37	38%
Language and communication	29	29%
Sensory and physical	4	4%
Medical	8	8%
Cognition and learning	21	21%

Our resourced provision (The learning hub) consists of a single room that helps facilitate a range of interventions including academic, nurture group work, drawing / talking, self-esteem, bereavement support, friendship development and small group teaching. At the start of the academic year, an internal review was conducted to ensure that this provision was effectively utilised and that the provision had maximum impact across the whole school. Through strategic planning and a parallel approach, we have adopted a different way of working in which pupils' access both the learning hub more explicitly and receive more direct support within their class.

We have a school inclusion lead who is responsible for the learning hub (along with identified groups such as pupil premium and EAL), she teachers targeted groups on a termly basis with clearly identified objectives and desired outcomes. Under the leadership of the SENDCo, learning support assistants (LSA's) are timetabled across each phase to support and deliver different interventions. Furthermore, in line with DfE recovery premium and recognising the need within our school, a well being practitioner was employed for the year to deliver even more focused interventions that reflect the greater social and emotional impact of COVID-19 on our pupils.

Based on the current provision approximately 105 pupils have access to the different interventions available across our provision. Interventions are planned, led and recorded using a school provision map and are closely monitored to ensure that there is a coherent and collective understanding to supporting pupil need.



The information below provides information of the recorded pupil numbers across all groups:

Pupils on roll	314												
Gender Breakdown	Boys 158 (51%) Girls 156 (49%)												
EAL	Pupils with EAL: 102 (32%)												
Ethnicity	<table> <tr> <td>White British</td> <td>149 (47%)</td> </tr> <tr> <td>Other White Background</td> <td>57 (19%)</td> </tr> <tr> <td>Other Black African</td> <td>31 (10%)</td> </tr> <tr> <td>White & Black Caribbean</td> <td>14 (4%)</td> </tr> <tr> <td>White & Asian</td> <td>11 (3%)</td> </tr> <tr> <td colspan="2">52 pupils from 18 other groups (17%)</td> </tr> </table>	White British	149 (47%)	Other White Background	57 (19%)	Other Black African	31 (10%)	White & Black Caribbean	14 (4%)	White & Asian	11 (3%)	52 pupils from 18 other groups (17%)	
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Pupil Premium	Pupil Premium: 113 (36%) Currently FSM: 106 (34%) LAC: 1 PLAC: 1												
Child Protection	4 children on CP, 1 on CiN, 5 on TAF and 6 on EHA												
Behaviour Management Plans	3 plans in place												
Attendance	Average 91.8%												

The historical trend to school population has been unstable with both mobility and declining admission numbers; the 4-year trend shows that in 2018 (49 pupils), 2019 (40 pupils), 2020 (37 pupils), 2021 (40 pupils) and 32 pupils expected to join the school in September 2022.



		<p>33% (101) of our pupils have English as an additional language, this is 11.8% over the national average; most recently we have seen a significant increase in those pupils with no understanding of English. The proportion of pupils from non-white British ethnic backgrounds at HPPS is 52%, this is again over the national average of 33.9%. The proportion of pupils known to be eligible for Free School Meals is 32%, compared to national average of 17.3% (+14.7%)</p> <p>On starting at HPPS, in the Early Years Foundation Stage (EYFS), the majority of pupils' skills and abilities are generally below national expectations, pupils come from a broad range of early years providers, with a range of different experiences and skills and many with additional and sometimes significant special educational needs. Increasingly the demographics of our school community is changing with a higher percentage of Year R pupils with EAL from non-English speaking families, mainly from Eastern Europe.</p> <p>Finally, the school is currently working alongside the West Northamptonshire Council (WNC) to deliver a specialist unit for up to 50 pupils who have been diagnosed on the autistic spectrum as a primary need within their Educational Health Care Plan (EHCP). This will be ongoing build process over the next 12 months, however, reflects the school's inclusive philosophy and commitment to serve the immediate / wider community.</p>
3	<p>PREVIOUS INSPECTION KEY ISSUES Areas for development identified at the previous Ofsted inspection</p>	<p>During the most recent inspection (18th July 2017), the following were identified as areas of development:</p> <p>Teachers continue to support pupils to extend their vocabulary and develop its use.</p> <p>IMPACT – following the previous inspection the school has undertaken significant professional development in both Talk for Writing (TfW) and Talk for Reading (TfR) strategies; the purpose of this was to upskill staff and enhance expertise, whilst supporting consistent delivery across the school. These strategies encourage and promote 'oracy' at the forefront of the approach. This has taken place in parallel to the school's curriculum development including the use of 'golden threads' and subject 'lens'.</p> <p>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.</p> <p>IMPACT – as previously outlined professional development has been at been a fundamental priority, which has been aligned to a significant cultural shift across the school. The focus of this change is concentrated on raising aspirations and being ambitious for all pupils; despite the demographic of SEND and disadvantaged, both of which are significantly above national average. The INTENT of our approach is to support all pupils achieve their best and not place a 'ceiling' on their attainment by providing consistent challenge in all areas of the curriculum. Despite the interruptions in educational delivery, the school approach has been to quickly address this through quality first teaching and a significant range of academic / well-being intervention.</p> <p>However, more recently an external monitoring review (February 2019 – pre pandemic) showed that:</p> <ul style="list-style-type: none">• Progress and attainment are overall below national.• Phonic outcome is below national.• While there is some curriculum development there is no mention of outcomes in the foundation subjects or preparation for next steps.



- Overall attendance remains slightly below national and persistent absence is high.

The **IMPACT** of this review has meant the school has:

- Due to the COVID-19 pandemic, no statutory assessment has taken place in 2020-2021, however, the school has adopted a more rigorous approach to assessment. It is recognised that the previous year presented a disrupted educational experience for pupils and therefore any meaningful data was difficult to obtain, however, we now have greater systems in place to monitor and target set, to support greater pupil outcomes.
- A significant professional development drive was undertaken that was aligned to our school improvement plan (SIP), this included staff accessing 'sounds write' training; historically, this was limited to just 3 staff, but it is now the schools aim to ensure that all staff have access to this training.
- Curriculum development has been a priority objective. A new AHT was appointed in September 2021 and has been responsible for the school's curriculum, ensuring that all pupils successfully complete their programmes of study, that are reflective and personalised to the school's population. This work has been both challenged and recognised through the local authority school improvement partner and continues to evolve to support learning that is sequenced, progressive and bespoke to Hunsbury Park Primary School.

4 **Key Strengths of the school**

- The school has a clear and ambitious vision for all; the school vision shapes and informs all decision making and is regular review to ensure high quality outcomes for all.
- School leaders have high expectations of all pupils and been focussed on driving improvements in the quality of education, our curriculum offer and staff professional learning to secure improved outcomes for pupils.
- The implementation of a broad and rich curriculum that delivers inclusive opportunities in which our pupils have new experiences, retrieve and build on previous learning, gain both knowledge and skills, discover their talents, and prepare them well to enter their next stage of education.
- We retain and raise the profile of foundation subjects. Pupils enjoy a carefully planned and sequenced curriculum for science, history, geography and RSHE (Jigsaw); these have a clear focus on the acquisition of knowledge rich content.
- Ensuring quality first teaching of writing and reading, through the consistent deliver of both Talk for Writing (TfW) and Talk for Reading (TfR). These strategies have formed part of our 3-year professional development programme that supports teachers to build expertise over time.
- Embedding a distributed leadership model to develop middle and senior leaders, which is supported by the NPQ programmes.
- Regular monitoring, support and challenge by members of the Governing Body to secure school improvement with regular school visits and reporting to the FGB.
- Monitoring of data is evident and appropriate, helping form part of school improvement. School leaders acknowledge that despite significantly low starting points, the schools focus will continue to ensure that pupils make good progress and are able to 'close the gap' on age related expectation and national outcomes.
- The principles of equality and inclusion are at the heart of what the school does. Staff work extremely hard to ensure that every pupil is equally able to fully develop their abilities and talents and has the opportunity, encouragement and support to do so. The school's commitment to inclusive practice has been recognised through the 'Centre of Excellence – IQM award 2020/21'; HPPS has developed and now leads as a SEND hub across the authority, working collaboratively with 16 schools, with the intention of further growth next year.



- We continuously review our practice to ensure we utilise opportunities to support staff well-being and workload through 'well-being days', staff 'shout outs', supervision and clear planning documents to support teaching.
- HPPS is caring community where adults and children get on very well together.
- Pupils also show wider consideration and care by putting a great deal of effort into fund raising activities for specific aid projects engaging with local, national and global communities.
- As a school community, school leaders recognise the importance of extended outreach and supporting our families. The development of the family support worker role has enabled the school to gain a greater understanding of our school community and be in a position to provide targeted intervention or safeguarding support to our most vulnerable families.
- We are resolute in our expectations around attendance. Our high aspirations and expectations have meant that despite the challenges presented, attendance broadly in line with both current local and national figures.
- We consider safeguarding and behaviour expectations to be an area of strength. All safeguarding and behaviour incidents including bullying, child on child and use of the internet are rigorously recorded and monitored. Any incidents are managed swiftly and effectively with a clear resolution.

5 **Data highlights**

Year 1 phonics show a three-year trend of (also included most recent outcomes):

Year	2017	2018	2019	2021	2021 (Yr2)	2022
Pupils that passed phonics screening (%)	69%	72%	76%	82%	89%	60%

Year 2 outcomes show a three-year trend of (also included most recent outcomes):

Reading					
Year	2018	2019	2020	2021	2022
(%) pupils achieving the expected standard	64%	55%		57%	75%
(%) pupils achieving greater depth	18%	23%		8%	
Writing					
Year	2018	2019	2020	2021	2022
(%) pupils achieving the expected standard	54% (50)	45%		41% (49)	58%
(%) pupils achieving greater depth	8%	7%		8%	
Maths					
Year	2018	2019	2020	2021	2022



(%) pupils achieving the expected standard	52% (50)	64%		49% (49)	65%
(%) pupils achieving greater depth	20%	14%		2%	

Year 6 outcomes show a five-year trend of (also included most recent outcomes):

		2016	2017	NA	2018	NA	2019	NA	2020 (TA)	2021 (TA)	2022	NA
Reading	Expected standard +	60%	62%	72%	58%	75%	63%	73%	62%	46%	63%	74%
	Higher standard	20%	17%		16%		17%		12%	9%	11%	
Writing	Expected standard +	60%	76%	76%	61%	78%	59%	78%	56%	49%	67%	69%
	Higher standard	10%	7%		3%		13%		8%	7%	2%	
Maths	Expected standard +	47%	55%	75%	39%	76%	61%	79%	50%	46%	67%	71%
	Higher standard	3%	7%		10%		11%		10%	4%	13%	
Combined		43%	52%	61%	35%	64%	54%	65%		46%	54%	59%
Higher standard		3%	3%		3%		4%			5%	2%	
GPS	Expected standard +	53%	72%	77%	42%	78%	58%	78%	56%	56%	56%	72%
	Higher standard	13%	14%		10%		28%		12%	16%	17%	
Science	Met standard	80%	69%		71%		65%		58%	57%	59%	79%



	SECTIONS	SUMMARY EVALUATION
6	2020 - 2021 LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> - Strategic planning has enabled the Headteacher and Governing body to develop a leadership structure that directly reflects the school's position, and which enables school leaders to make forward thinking and direct impact. - Through performance management, senior leaders continue to establish a coherent and consistent approach to expectations. - The implementation of phase leaders ensures that there are clear lines of leadership; enabling communication, support and accountability measures to take place quickly and effectively. - Senior leaders are focussed 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 monitoring cycles. This was extended to foundation subject leaders through the use of padlets and monitoring, which has enabled subject leads to have a greater understanding of their subject area across the school. - All subjects had an updated coherent assessment system implemented (to support moderated and consistent teacher assessment). - The school is making positive efforts to support wellbeing of staff by providing high quality CPD, supervision and development of the HPPS curriculum; with an emphasis on supporting staff workload. - Safeguarding processes are robust and continue to develop. - All staff receive robust induction that includes safeguarding processes.
	2021 – 2022 LEADERSHIP AND MANAGEMENT	<p>As a result of the measures undertaken last year and the new school year enabled the leadership team to establish a structure that is fit for purpose in line with the formal reduction in pupil admission number (PAN). The recruitment and restructure of the leadership team has also facilitated the alignment of roles / responsibilities; all senior leaders are aware of the role in which they play across the school and that each member has clear areas of responsibility, with clearly articulated areas of school development.</p> <p>We have continued to place an emphasis on supporting professional development for all; school leaders have focussed on creating opportunities to develop staff skill sets through both internal and external expertise, to enhance and build teachers expertise. Our professional development focus has been planned in parallel to the curriculum need / requirement whilst also recognising staff voice through an effective appraisal process. Appraisals have taken place for all staff, with coherent and focussed objectives that support the school priority areas.</p> <p>Whole school vision has been shared across each phase involving all staff; staff have been able to reflect and consider how current practice and future development points will support the school community to work towards the vision. Visual presence of the vision overview is currently evolving to act as a consistent reminder of how day to day practice and decision making supports the school's values, policies and practice.</p> <p>School policies are in a positive position, these are overseen, challenged and ratified by the school governing body– all statutory policies have been updated and our policy cycle is working effectively. Whole staff have access to policies centrally via Microsoft TEAMS as well as on the school website.</p> <p>There has been a clear emphasis on the importance of safeguarding across the school team; weekly formal meetings take place between the DSL and DDSL's; the safeguarding team are fully involved in both SEND and attendance concerns. The safeguarding team aim to address all concerns (dependent</p>



upon severity) within 24/48 hours. An external safeguarding audit took place in autumn 1, the feedback was extremely pleasing with limited areas of development, that were addressed quickly. Safeguarding is **effective**.

Attendance has been particularly challenging across the year to date given the impact of COVID-19; despite maintaining a high level of attendance in the previous academic year, the school experienced an increase in positive cases (mirrored by national statistics). Although attendance is below the schools targeted percentage (96%), average attendance is still above local and national average. Weekly monitoring is in place for all key groups and where persistent absence is identified attendance meetings have taken place, when no improvement has been evident, individual meetings with the HT have occurred to establish circumstances, whilst also addressing improvements. (Autumn Term attendance = 91.9%, Spring Term = 91.8%, Summer Term = 93%).

The **governing body** plays a critical role within the school. Through clearly identified roles and responsibilities, school's governors have a secure and **effective** understanding of the schools' areas of strength, development and potential risks; this has enabled greater challenge whilst also supporting school leaders to continue to drive school improvement. Regular visits have taken place, these have been focussed with agreed objectives and where appropriate / challenge feedback has been provided.

Inclusion is at the heart of our school offer. We are immensely proud of our **School SEND Partnership** which has been set up this academic year. This includes sixteen local primary schools across Northamptonshire. The partnership offer consists of three CPD sessions and three parent workshops led by external professionals (Target Autism, Jogo Behaviour and Occupational Therapy) as well as three SENDCo Network sessions where SENDCo's have the opportunity to collaborate and share SEND knowledge and good practice. We have been able to grow this offer for the next academic year to include in addition to the previous offer Speech and Language Service and Signalong.

Secure 3-year finance planning is in place that accurately reflects PAN and is audited by the governing body and LA regularly, the school has a balanced budget.

Staff wellbeing has been actively addressed and reviewed through the initiatives such 'well-being' days, staff 'shout out' board and external supervision; these were introduced at the start of the year and informal feedback from staff has been positive. Additionally, workload is consistently reviewed to ensure supported is provided and that tasks are realistic and constructive. On a recent staff survey completed in May 2022, 83% of staff agreed that the school provides wellbeing support for staff.

Through strategic planning, focussed implementation and clear vision of the trajectory of development; the leadership and management of Hunsbury Park Primary School is at **least GOOD**.

7	2020 - 2021 Quality of education	<ul style="list-style-type: none"> - Lesson observations have taken place across the year and written feedback forms developed. This has given a baseline to the quality of teaching and areas for development across the year and also consolidated the high expectations across the school. This has enabled discussions surrounding what makes an effective lesson with teachers and has monitored staff subject knowledge across the curriculum. - Learning walks have been implemented successfully across the school to monitor the quality and effectiveness of daily teaching across the school. These have had a clear focus and have been used positively to target specific areas and help develop teaching and learning.
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		<ul style="list-style-type: none"> - Learning environments are improving to promote stimulating learning stimulus and reflect the school’s high standards. Teachers have created safe classroom environments across the school which enable pupils to thrive. - Staff have been involved in many training opportunities including, Talk 4 Writing, Talk 4 Reading, Sounds-Write, ICT courses, Jigsaw RSHE training, First Aid and Jogo behaviour support. - The National College platform has been used for CPD. All staff have completed 3 webinars looking at intent, implementation and impact for their subject area. - In house development sessions on ASD and dyslexia have been provided to give teachers a better understanding of the needs of their children and give a guide to how these children can be supported in their learning. - The ICT lead has offered support for implementing remote learning lessons. We had a strong offer during the January 2021 Lockdown period, with children engaging in the remote lessons. - All teachers have engaged in performance management reviews, enabling them to be reflective on the development of their own career. - Marking and feedback has been evaluated and the policy updated. - Subject leads have had the opportunity to look at books across the whole school. This has enabled leaders to get an overview of their subject and see what is taking place across the school, identifying any areas for improvements and communicating this to staff.
	<p>2021 – 2022</p> <p>Quality of education</p>	<p>Throughout the year, staff meetings have taken place each week with a different focus. These have provided CPD opportunities for staff including on subjects such as data, curriculum, subject leadership, teaching techniques and research approaches. This has given opportunities for staff to be reflective of their own practice and develop further as practitioners. It has also enabled SLT to work with teachers to support their practice, identifying areas of strength and development.</p> <p>In the Autumn term, reading was identified as an area that would benefit from external training. For new members of staff Talk 4 Reading training sessions were sourced and completed by all new members of staff. Two new staff members have also completed the Sounds-Write phonics training. Jane Ralphs, T4W/T4R specialist consultant, has also been able to work with SLT members and EYFS to develop our reading and writing curriculum. This has led to new overviews being produced, which are cumulative and sequenced appropriately. This has been shared with the wider staff and teachers are using the plans and guidance to teach from. In the Spring term, Sounds-Write training took place upskilling teachers in the SSP. Additional Sounds-Write intervention training was also completed by three members of staff who have reported the positive impact this has had on their own practice. This has led to the interventions taking place to be more focused enabling accelerated progress for pupils involved. Similarly, internal training has been given to support staff in ‘switch-on’ reading which has demonstrated a positive impact on pupils reading progress against their baseline.</p> <p>All staff have completed safeguarding CPD training with an external provider and have completed online safety training via the National Online Safety platform. Subject leaders have had access to subject leadership training from the Local Authority which has supported them in their subject leadership role. Staff continue to seek CPD opportunities for themselves which is actively encouraged by school leaders. In addition to this, subject leaders have benefited from internal support from the curriculum lead, including regular check in meetings and staff training through staff meetings and training days. Time to complete work has also been put in place for staff.</p> <p>Performance management has taken place for both teachers and teaching assistants throughout the year. This has enabled staff to be reflective and have focused objectives for the year. This has also been an opportunity for SLT to reflect with staff members on their areas of strength and areas of development and ensure the correct support is in place.</p>



		<p>In each of the phases, phase leaders have timetabled support staff time as needed to support the learning of the pupils. This has meant TAs are supporting in classrooms as well as undertaking interventions to support the needs of learners. Interventions taking place mainly have a focus on core subjects of writing, reading and maths. Learning support assistants (LSA) are working with designated children engaging in their EHCP targets. This has been flexible when needed across the school. Half way through the year, it was recognised by SLT that there was a change in needs for the pupils, requiring support staff to be deployed differently around the school. This was able to take place and has benefited the pupils in terms of academic support and well-being. Teachers have also been able to access staff meetings discussing the effective deployment of adults and how they can be best utilised during the school day.</p> <p>From learning walks across the year, all classrooms have appropriate displays that are focussed on the learning taking place. Communal areas have been developed throughout the school to provide space for children to work. The communal spaces show how broad our curriculum is, with subjects being represented through the wall art. Pupil’s can interact and engage with the information, promoting a love for learning. Additional, communal corridors have been brought to life, providing a stimulating and engaging environment that children are motivated to learn in. In addition, collaborative spaces, reading areas and individual learning pods have been developed which has enabled learning interventions to take place in designated areas. Spare classrooms have been utilised this term for interventions and as a learning space. This has included small group work within lessons and specified interventions from the catch-up work completed by our HLTA. Throughout the communal areas, display boards have been allocated to staff members and have all been updated to provide relevant information or stimulus for the subject area. Displays also promote the high expectations and aspirations we expect as a school, show casing children’s work and demonstrating our ambitious curriculum. Environments in classrooms have been adapted where necessary to reflect the needs of the children. Work stations and tray task areas have been set up by LSAs to support pupil’s needs and enable an inclusive environment.</p> <p>As well as learning walks and observations to monitor the quality of teaching and learning, book looks have also been conducted. Subject leaders have been able to lead these for their subjects, providing feedback to staff as well as SLT monitoring books for consistency and progression. Through this, it has been demonstrated that teachers have an awareness of promoting high aspirations. Planning templates are being used for lesson plans across the different subject areas which has enabled teachers to think carefully about the structure of the lesson, including retrieval opportunities, differentiation and support within the classroom. In times where the quality of planning or work in books has been inconsistent, it has been addressed in phase meetings and staff meetings as well as providing individual support to those teachers that require it. This has enabled teachers to reflect and develop their own practice.</p>
7	<p>2020 - 2021</p> <p>The quality of curriculum and assessment</p>	<p>Curriculum</p> <p>In September 2020, Cornerstones Curriculum Maestro was introduced for the teaching of certain foundation subjects across the school. This is a web-based curriculum that has been adapted to reflect the intent of our school, enabling all children to gain the knowledge and cultural capital that they need to succeed in life. The subjects taught within Cornerstones are Science; Computing; History; Geography; Art and Design; and Design and Technology.</p> <p>The other foundation subjects – P.E., R.E., Music, and French – were taught discretely through well embedded schemes. P.S.H.E was taught through a scheme called Jigsaw which was introduced at the end of Term 2, 2020/21.</p>





developing Road Maps to support with making this clearer. How EYFS is the foundation of the KS1 curriculum has been identified to ensure that it builds effectively and leads cohesively into KS1. Training for subject leaders has taken place by the Curriculum Lead and the LA, as well as other external providers for music, history and computing. This is to enhance CPD and develop staff's understanding of the role of a subject leader. Extra-curricular opportunities to enhance the curriculum are being developed with residential planned, as well as trips linking to the community and widening the children's cultural **experiences** (e.g. theatre trip).

During the Spring Term, the key concepts for history, geography, A&D and D&T have been adapted to ensure better depth of coverage. **Lenses have been introduced to support children in developing schemas** around particular areas of knowledge that are transferable across the year groups, building throughout their time at school. For example, in order to build their knowledge of world history, they may look through the lens of society and develop their understanding of what this entails in different historical studies throughout their time at HPPS; giving them a deeper understanding of what is meant by society (their schema). As we move through the year, more of the units are coming away from Cornerstones and teachers are becoming more confident to adapt planning and overviews for the activities the children complete (in order to meet the needs of their children), whilst still ensuring the required knowledge is taught. Pupil voice in Phase 3 has shown this is something the children are feeling more positively about and is enabling them to enjoy their learning more. The new EYFS Lead has planned the curriculum for next year, ensuring that it is fit for purpose and more focused on the learning and knowledge the children need to meet the ELGs. **Retrieval practice** is being embedded and planned for across the curriculum, with staff trained each half term on how to use this effectively. Road maps have been developed for writing and are now being developed for foundation subjects that we created our own curriculum for. These will support in showing **sequencing** and progression across the school.

During the Summer Term, the Intent, Implementation and Impact documents for each subject have been refined and adapted to ensure consistency of approach with our key curriculum intent embedded – that our curriculum is **ambitious, diverse and research-driven**. New subject areas have been added to the website containing all of this information, alongside how each subject promotes British Values in school too. Subject Leaders have also been identifying **substantive and disciplinary knowledge** in their subjects and our next step is to provide a consistent way to present this knowledge and map out its progression across the curriculum. Knowledge organisers now need to be refined and utilized better, plus added to the website, in order to clearly define the key vocabulary and knowledge we are focusing on and developing for each unit. We invited our SIP in to carry out a mock Geography Deep Dive this term. We now have next steps to work on, including refining Cycle B's units in line with the changes we have made to Key Concepts, lenses and the detail we are providing our teachers with. We have clearly developed these and improved them as we have gone on over the year and so now we need to go back and improve our initial overviews too. The curriculum lead will look at these over the summer and work with the new Subject Leads at the start of next year to refine these as needed. Lesson objectives need to be clearer on the overviews; however, we are going to move away from LOs to titles next year, so the Curriculum Lead will again work with Subject Leads to ensure this is reflected in the overviews. These will need to accurately and concisely define the learning and ensure a flow of learning through a unit. Curriculum Lead will check that the pitch of disciplinary tasks stretches the more able and will work with teachers on this, as they should be differentiating accordingly for the children in their classes, also considering the needs of disadvantaged and SEND learners to ensure they are also accessing an **ambitious** curriculum and developing the necessary knowledge, skills and abilities. Curriculum Lead to then also ensure the progression of disciplinary knowledge is explicit throughout the curriculum. Alongside this work, the Curriculum Lead will continue to build on work we have started this year on the development of the role of Subject Leaders, especially with new staff and different leaders next year. We will be focusing on ensuring all staff know their subjects well, understand the knowledge and progression and can regularly and effectively monitor their subject, taking necessary actions from this. This term, we have also seen many more experiences and trips organized, such as EY to the farm, Residential for Y4 and Y6, sleepovers for Y5 and Y6, an animal science visitor for



Phase 3 and many sporting experiences and competitions across the school (including Bike Ability). These experiences will continue to be developed and embedded into the curriculum offer next year, increasing children's **cultural capital** and preparing them more fully for their future lives.

Finally, the school's commitment to being driven by research-based approaches will continue. In house staff training has continued this term and the Subject Leader has attended training by Kate Jones, which will inform **retrieval practice** next year, ensuring it is more effective and focuses more on building retrieval strength. Caroline Bentley-Davies has also been booked for teacher CPD, which will be opened up to other schools as well, to continue our understanding of how to help children know more and remember more.

Assessment

During the Autumn Term, a **baseline** assessment was carried out in Reading, GPS, Maths and Writing to enable a true reflection of where the children were. This was in line with new "**Pixl boundaries**" that have been created to ensure a greater **consistency** when reporting summative assessments. Children in years 1&2 completed a Phonics screening test and children in Year 4 completed the MTC. **Progress meetings** have been held with Assistant Headteachers to set targets and address individuals and groups in order to **support** their learning. The Year 2 Phonics screening has been completed during November 2021, with 89% reaching the expected standard. The Autumn assessment week has been completed during November 2021 with the first data drop recorded during December. **Foundation subject assessment** has been reviewed and supported by both the curriculum and assessment leads in order to provide a consistent approach to the assessment of foundation subjects during the Autumn data drop.

During Spring, many **actions** were taken to address key areas from the Autumn data drop. Pupil progress meetings were held by phase leaders in order to target children and identify **next steps to accelerate** their learning. **Assessment case studies** were also completed in order to identify children who had made limited progress during the baseline and Autumn data drop. On an individual basis, actions were then created to support that particular child. Year 6 Mock SATS were completed earlier than the whole school assessment week in order to address both groups and individuals in preparation for the Summer term. All foundation subject leads have completed a **data scrutiny** for their own subject; this is a proforma that has been created and this will work in unison with their pupil voice, planning scrutiny and book looks to support their understanding of their subject. Spring data drop was completed on 25.03.22 with new pupil progress meetings scheduled in for 25.04.22 to identify next steps and **priorities** for the summer term in order to reach our **ambitious** targets.

During Summer, formative and summative assessment has continued to be developed through moderation of both KS1 and KS2. Both key stages participated in an external moderation as arranged by the school. KS2 was then part of the local authority moderation to check teacher judgements in Writing (all judgements were deemed to be **secure and validated**). The Summer assessments have shown that the school has made **good progress** in the **government statutory assessments**. In KS1, 75% of year 2 children are now working at the expected standard in Reading (up from 55% in 2019). Writing in year 2 has also **progressed** by reaching 58% of children meeting age related expectations (up from 45% in 2019). Maths has also increased to 65% from 64%. In KS2, the school has made **improvements in closing the gap** towards national expectations. In Maths, Hunsbury Park are now 4% away from the national average (down from 18% in 2019). Writing is now 2% away from the national average (19% in 2019) and Reading is 11% away from the **national average**. In KS2, the combined percentage of children meeting age related expectations in Reading, Writing and Maths is 54%, the same as 2019, however this is now only 5% away from the national average as opposed to 11% in 2019.



8	<p>2020 - 2021</p> <p>Personal development</p>	<ul style="list-style-type: none"> - We were awarded the IQM Centre of Excellence in July 2021. - The Jigsaw curriculum was introduced in January 2021 and is now being taught across all year groups. - Learners are encouraged and supported through assemblies and quality teaching to show knowledge of and respect for different people’s faiths, feelings and religions. - The positive role played by the school council and the whole school fund raising for community events reinforces our teaching on knowing what is right and how to be a good citizen. - Protective Behaviours curriculum is used well across the school. - Partnership with ‘Target Autism’ is positive and supports our school to deliver quality support to both our staff and parents in order to strengthen relationships, good quality CPD was offered to local primary schools through this partnership. - SEND partnership offer has been developed to start next academic year 2021-2022. This will include Target Autism, Jogo Behaviour and Thrive Occupational Therapists - Family Support Worker established and positive working relationships are being developed well, great support offered through welfare calls, food deliveries, form completion and meetings - Parent workshops have been provided but attendance is varied, especially due to COVID restrictions and having to be accessed remotely.
	<p>2021 – 2022</p> <p>Personal development</p>	<p>We have continued to develop our Inclusion offer at Hunsbury Park following our success of our IQM COE achievement in July 2021. The Inclusion lead supports the Inclusion team across the school to ensure all vulnerable learners (including, SEND, PP and EAL) are supported both academically and pastorally. Due to the success of our behavior management across the academic year 2020-2021, we have identified that the rising need in our SEND learners is to support them with their learning. This academic year, BSA’s were re-deployed as Learning Support Assistants (LSA’s) to focus on supporting learning outcomes for SEND learners, this included a range of learning CPD across the year to equip the LSA’s to ensure they have a part in raising attainment and progress for these vulnerable groups. This demonstrated a significant cultural shift in school priorities, expectations and how we supported pupils.</p> <p>We enhanced our Resource Provision offer for SEND pupils this academic year and have introduced the ‘Learning Hub’ which consists of an Inclusion Lead/Designated teacher and a Learning Mentor who deliver intensive core learning and interventions to an identified group of pupils in the morning. This is followed by wellbeing provision (including Woodland Nurture) in the afternoons led by the Learning Mentor and an LSA. The Learning Hub provision runs for a 12-week intervention; however, groups are fluid depending on the need of the pupils.</p> <p>Identified pupils for the Autumn term were Phase 1 (Year 1 and 2) pupils. All pupils made accelerated progress in their core learning skills and developed self-esteem and confidence in wellbeing sessions. These pupils have integrated back into the classroom successfully through a carefully planned transition timetable. During the Spring term we identified a need for Phase 3 to be supported with their learning needs and Phase 2 for their wellbeing needs. There has been excellent progress made for these learners which is evident in individual case studies. We have addressed many mathematical misconceptions in key skills and children have made accelerate progress in arithmetic skills to aid their learning further in the classroom. Wellbeing provision for Phase 2 consisted of a range of 1:1, small group sessions through Drawing and Talking interventions, Woodland nurture, Lego Therapy and Learning Mentor peer work. All teachers have seen improvements in the pupil's confidence and self-esteem back in the classroom. Friendship difficulties</p>



have also been addressed. During the Summer term, Phase 2 have supported within their learning needs, multiplication check interventions were put in place to accelerate progress and confidence which was a success. Across this academic year **152 pupils** have been supported by our Learning Hub provision. This is 49% of our whole school cohort (90% SEND and 71% PP). Upon evaluation of the Learning Hub, we have identified a need across the term for small group teaching and highly differentiated learning. In September, we plan to grow our learning hub provision to support further children for a longer period of time.

The PP strategy at HPPS is strong and has been implemented across the school this academic year. Our PP strategy was selected by Marc Rowland in a PP CPD training session as a strong example to support other local primary schools and was outlined as a strength in our PP review in January 2022.

We have enhanced **PP** strategy through a timetabled HLTA delivering **intensive interventions** for PP to **raise attainment** and **accelerate progress** for identified vulnerable learners. Interventions range on area of need across the school including arithmetic support, phonics interventions and sentence structure support. We have continued to deliver the intense Nuffield Early Language Intervention (NELI) Language intervention to support our pupils in EYFS and Phase 1 who have significant difficulties with speech and language. This NELI intervention has been successful in providing the pupils key speech and language foundations to therefore support their reading and writing skills. We have continued with our **Switch On Reading** provision supporting a total of 15 pupils per term. During the Autumn term, on average each pupil made +6 months progress during the 12-week intervention. During the Spring term, a whole school Switch On Reading training session took place lead by the Switch On Reading mentor where 6 additional LSA's attended this training. This has enabled us to grow this intervention to support more pupils – a further 6 pupils across the school now access the Switch On Reading intervention, totaling to twenty pupils being supported across the school during one 12 week term. During the Spring term, on average each pupil made +11 months progress during the 12 week intervention.

Music enrichment funded for Phase 1 and EYFS through our Pupil Premium funding has been successful during the Spring and Summer term. Teachers voice have said it is engaging and stimulating for the children, also explaining how it is beneficial having a **music specialist** to led these sessions has enhanced their own **CPD**. Four PP pupils have been funded by the school to access piano tuition, parent voice shows that pupils are thoroughly enjoying these sessions and parents feel grateful for pupils being able to access these. An additional 14 PP pupils have had the **opportunity** to learn a new instrument in a group lunchtime club. We plan to grow these opportunities further during the next academic year by providing a range of instruments PP pupils have on offer to learn to play including Ukulele, recorder, piano, guitar and drums.

Throughout the academic year our **Extra-Curricular provision** has grown and flourished, during the Summer term we were able to offer a total of 19 learning, wellbeing and sport extra-curricular clubs. The Inclusion Led has worked alongside the **Family Support Lead** to ensure the attendance of PP pupils has increased over the year to ensure these opportunities are given to our vulnerable pupils. During the Autumn term, 62% of PP were accessing a club, this raised to 71% in the Spring term and 98% in the Summer term. We have had great success in PP attendance by supporting vulnerable families with sibling support and reducing multiple pick-ups from school. The school now runs two homework clubs for PP pupils across the week to support families with academic learning. During the Summer term, the school developed a relationship with Rhino Sports coaching which has enabled us to enhance our sports clubs offer further. We have been able to support 35 PP pupils throughout the school by enabling them to access a two week summer club through the **Holiday Activities and Food (HAF) program**. During the next academic year, we have plans to support 60 pupil premium pupils a week to attend a free club for a 12 week block, we hope this will **support vulnerable families** and **raise experiences and opportunities** for our young children.

Our Family Support offer has enhanced this year by making our **Family Support Lead (FSL)** into a permanent role supporting all pupils across the school including **vulnerable families**. The FSL ensures a home visit takes place for all new starters including EYFS pupils and DSP unit pupils. On average the FSL



makes 117 **welfare calls** per term and 6 **home visits** per school holiday. We have furthered our support by adding an out of hours family support phone line which parents can use at any time. Within the Summer term, we current have 11 EHA's, 1 CIN, 4 CP open where the FSL supports these pupils throughout the school day ensuring pupil and parent voice is valid and extra additional wellbeing provision is in place. We are proud of our **Breakfast Club** offer in school run by our FSL and Learning Mentor. On average we have supported 14 pupils and vulnerable families across the academic year including PP, EHCP pupils with SEND siblings, pupils with poor **attendance** and lateness. We hope to grow this next year by supporting 20 vulnerable pupils within our breakfast club and also providing academic tutoring of core subjects within this time to raise attainment and progress for our PP pupils.

At HPPS, we celebrate **23 different languages** across the school. The Inclusion Lead works with an experienced TA in supporting EAL pupils to ensure the provision for **EAL learners** is good across the school. This includes a **symbol rich environment** that is consistent across the school to support all vulnerable learners. During the Autumn term, all **EAL** pupils who are New to English or have Early Acquisition in English have been identified and have received intervention to support their English language skills to ensure they are able to access the wider curriculum.

Language Ambassadors have been introduced across the school, these are Phase 3 pupils who are competent in Polish and Romanian and are used to support pupils who are New to English in the school to translate if required. We have enhanced our communication with EAL parents through a translation tool on our Class Dojo whole school page and our school website. Language Ambassadors have been used in the Spring term to support pupils in the EYFS through communication in their home language and also to access some key assessments in their home language. Teachers in the EYFS have found this useful to assess the pupils story comprehension and key vocabulary in their home language. We supported 10 EAL pupils during the Spring term through the effects of the war in Ukraine. Our **Wellbeing Practitioner** worked closely with this group of pupils and their families to ensure their wellbeing and worries were supported during this difficult period. We have used the **EAL assessment framework** this year from the **Bell Foundation Trust** to assess where our children are in relation to their proficiency in the English language. Through the assessment framework it is evident that our EAL interventions and school environment are supporting our EAL pupils. In September 2021, 7% of our EAL pupils were competent with their EAL, in July 2022 we now have 18% of our EAL pupils competent (38% now fluent). We have identified a sticking point for our EAL pupils within Band C: Gaining Competency and have identified this as an area of development for the next academic year. We also have established a new relationship with a parent volunteer who speaks Romanian. We have plans to use this volunteer to support our Romanian speaking young children in the EYFS and Phase 1 to assess and develop their comprehension skills in Reading.

Pupil wellbeing has been enhanced with the employment of a **Wellbeing Practitioner** through the **Recovery Premium Funding**. The wellbeing practitioner has supported 90 pupils across the school through intensive 1:1 and small group sessions supporting self-esteem, self-confidence, friendship difficulties and identified vulnerable pupils, that may have been significantly impacted by the COVID-19 pandemic. The wellbeing practitioner has led **Wellbeing Wheel** sessions across the school during the Spring term to begin to show pupils how to self-manage their wellbeing alongside our whole school and targeted intervention provision. The DSL/FSL has been appointed the Senior Mental Health Lead in the school and attended CPD training to support this role. Worry boxes and wellbeing practitioner referral forms are working well and time is identified with the wellbeing practitioner to work with identified pupils. The Mental Health Lead has worked closely with the Inclusion Lead to support pupil wellbeing across the school. During a pupil survey completed in May 2022, 92% of pupils felt safe at school, 96% of pupils knew who to tell if they felt unsafe and 92% of pupils knew what to do if they had a worry or was upset. The **Jigsaw PSHE curriculum** is well established in school and has been taught across the school through an allocated hour session each week. We will now work on introducing pupil wellbeing wheels (adopted from recent collaboration with Wotton Park, IQM COE School), within our PSHE sessions next term. Through our SMSC curriculum, we have celebrated a number of national days across the school to raise awareness



of mental health and Armistice day. 'National Yoga Day' was celebrated with a Yoga day in school where a Yoga practitioner visited the school and led Yoga to all pupils across the school. Plans are in place to introduce Wellbeing pods across the school next academic year to support pupils further with managing their own pupil wellbeing. We will also introduce a pupil 'Wellbeing Ambassador' role where pupils will act as role models to support pupils with their own wellbeing.

Through developing our understanding further in relation to Personal Development and the Ofsted criteria – we have identified the importance of raising awareness of future **careers** for our young children, alongside **raising aspirations and ambition**. During the Spring term, we celebrated **National Careers week**, where all pupils across the school accessed a **virtual careers fair** and were able to talk about their future careers in PSHE lessons. A **Careers Fair** was held at Hunsbury Park at the end of the Spring term where 15 parents and local community representatives attended to talk about their careers to our children. This included graphic designers, hairdressers, volunteers, firefighters and police. Pupils found this engaging and enjoyed learning about possible careers they were interested in. We began to establish a strong relationship with the **University of Northampton** during the Summer term. A representative from the University visited our school to work with Phase 3 pupils developing their interest in attending University. All year 6 pupils attended the **STEAM project at the Northampton University** where pupils enjoyed a day of touring the university and speaking to a range of companies and professionals within Science, Technology, Economics, Arts and Mathematics careers. Through our Learning Hub provision, our Learning Mentor has supported a small group of Year 6 pupils to collaborate with the Northampton University to achieve the **Student Changemaker Award**. The Changemakers worked on a small group project where they became **active citizens** in planning and creating change for their school and local community. The group worked with the school council to identify an area of development through pupil voice and through local community funding they were able to revamp the school friendship area on the playground by adding a bench and decorating the wall.

Active support was provided for **transition** during the Summer term through the Learning Hub provision, both the learning mentor and wellbeing practitioner have led **small group and 1:1 session** with year 6 pupils supporting them with their **transition to Secondary School**. The SENDCo and Learning Mentor has supported many SEND pupils for additional visits to their new secondary school or special school provision. Abbeyfield the local Secondary School also sent a group of pupils to our school to support with sports day. This enabled our pupils to ask questions and collaborate with these pupils in a positive way. All pupils across the school have been supported in their transition into their next class or phase through a school transition day meeting their new teacher. The Wellbeing Practitioner also supported vulnerable pupils across the school with their transition to the next class or key stage. Our Family Support Lead supports transition for all **new starters** despite the time of year with a **home visit** and school tour. This enables the child to meet the staff and view the school environment before settling into school. This has been highly effective for both the pupils and the parents and will continue in the next academic year.

9	<p>2020 - 2021</p> <p>Behaviour and attitude</p>	<ul style="list-style-type: none"> - New behaviour policy was implemented and the use of house points was used well for positive behaviour reinforcement. - New staged approach to behaviour implemented for greater consistency and to empower staff. - New behaviour promise introduced and embedded across the school. - Introduction of a new system for recording behaviour on Arbor, leading to better ability to monitor and analyse behaviour issues if and when they arise. - Weekly learning walks and lesson observations have been helpful to monitor regularly behaviour management by class staff a cross the school. - Overall good attendance last year, at 95.8%. - Positive parental engagement throughout lockdowns via phone calls for well-being and good use of Microsoft teams for online learning. - Class dojo still used regularly for reminders to parents. - Implementation of attendance awards was a success.
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		<p>- Student of the half term rewards are very well received.</p>
	<p>2021 – 2022</p> <p>Behaviour and attitude</p>	<p>The SEND hub partnership has been well received and attended by the schools involved. We have already built positive relationships with several schools and as a result enabling economies of scale for additional Educational Psychologist time, due to the 75% reduction in the SLA with the Local Authority this year.</p> <p>Parental engagement is helped by staff and parents having positive relationships. The role of CR, as Family Support Lead, is paramount to that. She is well liked by parents, and they will often approach her for help and support, as they know she will be kind and helpful. Her effort to complete home visits, in holiday time, and after hours by phone, lets parents know she is available to help.</p> <p>There were no significant changes made to the behaviour policy or practices this year. The main change was how the house points are awarded; we are using the Class Dojo platform to put house points on. This enables the children to see their individual and class totals. The house captains worked hard in Term 1, to add up the house totals with CV and the extra playtime reward was well received by the pupils.</p> <p>There is still some work to further ensure behaviour issues are recorded accordingly on Arbor. CV has provided ongoing support, sharing with all teachers’ practical examples and modelling of what should be recorded and how to do it. The behaviour criteria available on Arbor have been streamlined by Jo, in the office and CV.</p> <p>Following feedback and challenge from governors, more detailed reporting has been submitted to the appropriate sub committees to highlight the improvement of behaviour across the school.</p> <p>CPD was provided, through Jogo, for one of the ECTs in school. Staff have also been invited to attend the training provided for the SEND Hub partnership, again with Jogo. Play buddies training has taken place for all Learning Support Assistants.</p> <p>Following a behaviour analysis, it was identified that unstructured times, such as break, and lunch times required further intervention. CV created a timetable that facilitated supported play and also an indoor quiet environment for identified pupils to access. A review of this provision has resulted in a decrease of pupil incidents and will therefore continue across the year.</p> <p>Professional development extended to our LTS, who undertook targeted training to support their understanding of how to support the broad range of SEND and the needs of these pupils, during these periods.</p> <p>Within our approach to behaviour and attitude, we have been responsive to both national and personal concerns; we have actively addressed online safety across the school year through computing lessons, online safety week activities and additionally through the PSHE curriculum. We encourage children to use the SMART acronym to support their knowledge of keeping themselves safe online, this is as a preventive measure to minimise the impact of any issues. However, if any issues arise, they are addressed quickly to ensure our school community remains safe in the digital world.</p>



		In school, we have a priority focus on anti-bullying and is an integral part of creating a safe school culture. Through the PSHE curriculum, anti-bullying week activities, our Golden threads, our school ethos and nurturing environment, it is our expectation that pupils have constant exposure to the importance of what a safe school is. We have clearly set out consequences for behaviours, which are consistently implemented by all staff. HPPS is a safe and supportive school.
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10	<p>2020 – 2021</p> <p>Effectiveness of Early Year provision</p> <p>Intent</p>	<p>In 2020/21, we elected to be early adopters and taught towards the new EYFS framework and curriculum. This informed planning of provision areas and the construction of a curriculum that was ambitious and directed towards all children, regardless of prior experiences.</p> <p>Sounds-Write, Talk 4 Writing, Power Maths and Cornerstones were developed and used to build on what the children already knew, providing cumulatively sufficient knowledge and skills for their future learning.</p> <p>Our EYFS curriculum and continuous provision seeks to combine a balance of child lead and adult led learning to achieve the best outcomes against the ELGs. Well thought out activities were planned around the needs and interests of each child and are assessed and reviewed regularly.</p> <p>In EYFS, we use the explicit teaching of vocabulary and Talk 4 Writing explicitly to address the vocabulary gap between pupils. During 2020/21, we began to use the NELI language intervention to help children’s vocabulary, targeting those children that require the most support. The techniques that practitioners have used in the language programme are also used more widely in the classroom setting.</p> <p>Additionally, the use of our SSP enabled children to secure phonics knowledge, giving them foundation for future learning, preparing them to be confident readers. The Sounds-Write phonics programme is designed in a way that ensure all children learn to read words and simple sentence accurately by the end of Reception.</p> <p>The school has the same academic ambition for all children. For those with SEND need, the curriculum is adapted but still designed to be ambitious to meet their needs. The EYFS provision is carefully designed so that learners can form positive relationships with others, understand their own feelings and those feelings of others as well as fostering the characteristics of effective learning.</p> <p>Moreover, our EYFS provision seeks to foster learning behaviour and attitudes to learning that will help children make progress. Through providing a secure foundation through learning and development opportunities, children will grow to be confident, capable, resilient and independent – ready for the next steps of their education.</p> <p>We believe in quality and consistency, so that every child makes progress, and no child gets left behind. A key factor to this is successful relationship between pupils, practitioners and parents.</p>
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	Implementation	Children benefit from meaningful learning across the curriculum.
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	Impact	<p>During 2020/21 our EYFS provision was good and ensured the children had a good foundation on which to build as they move into KS1. By the end of reception, children use their knowledge of phonics to read accurately. Children develop their vocabulary and use it across the curriculum.</p> <p>The increase of rigorous teaching of handwriting, Talk for Writing, Phonics and Reading showed 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.</p> <p>Children demonstrate high levels of curiosity, concentration and enjoyment. They listen and respond positively to adults and their peers. They are developing their resilience to setbacks and are beginning to manage their own feelings and behaviour, understanding how these have an impact on others.</p> <p>The EYFS provision is developing to be stimulating and engaging across all areas of learning.</p>



		Home School partnership is strong, evidenced by communication on tapestry, class dojo and effective relationships between practitioners, parents and children.
	Core principles	<p>Ensure all EYFS staff are secure in the EYFS curriculum framework including assessment processes.</p> <p>Ensure all EYFS staff have secure knowledge of the curriculum and pedagogy.</p> <p>To further build on good teaching of Phonics and Talk for Writing to raise standards further.</p>
	2021 - 2022 Effectiveness of Early Year provision Intent	<p>At Hunsbury Park Primary School our aim is to provide an enabling environment which promotes the learning and development of every child. Children will develop the knowledge and learning behaviours they need to succeed in life through an ambitious, exciting and meaningful curriculum that will instill a love of learning. We aim that all children will leave the Reception year as confident, independent and reflective learners.</p> <p>We work in partnership with parents, carers and other settings to provide the best possible start. This also includes carrying out the Reception baseline assessment, as well as conducting our own observations of the children in order to gather relevant detail knowledge around children’s entry levels and gaps.</p> <p>Our curriculum has been designed using the balance of child lead and adult lead learning, linking with the characteristics of effective learning to achieve the best outcomes against the ELGs. There is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including Oracy, where children can succeed through cooperative and collaborative learning principles. We link the curriculum to the children’s interest, while also creating the foundations for children as they progress through the school, beginning the skills and knowledge they need to be successful in the future.</p> <p>Our learning environment and warm, skillful adult interactions support the children as they begin to link learning to their play and exploration right from the start. Through effective modelling and carefully planned resources all children will have the opportunity to develop their characteristics of effective learning and are encouraged to become well-regulated, resilient and sociable learners.</p> <p>The school has the same academic ambition for all children. For those with SEND need, the curriculum is adapted but still designed to be ambitious to meet their needs. The EYFS provision is carefully designed so that learners can form positive relationships with others, understand their own feelings and those feelings of others.</p>
	Implementation	<p><u>Continuous Provision</u></p> <p>Children are provided with plenty of time to engage in ‘exploration play’ throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher can systematically</p>



check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Early Reading

We provide children with a **good foundation for early reading** by delivering daily 30-minute Sounds-Write phonics lessons. The Sounds-Write programme teaches the three essential skills of **segmenting, blending and phoneme manipulation** necessary for reading and spelling.

The children are taught the **'Initial Code'** and will then explore more complex word structure going from CVC to CCCVCC. Once the children are familiar with sufficient code knowledge and are beginning to blend CVC words, they will be provided with a decodable text matching their phonetic knowledge. The children are read with weekly by an adult within school, and parents are encouraged to read with the children for a minimum of three times a week at home. All adults working in Reception are trained in the Sounds-Write programme.

To encourage **vocabulary** and **language development**, we give children rich opportunities to learn through books within our daily read aloud sessions, book talks and well-resourced book corner to enhance book exploration and storytelling opportunities. The selection of high-quality diverse texts are carefully chosen to match the interests of the children, **enhance their knowledge** of a subject and build upon their **vocabulary**.

Literacy

TfW is taught where children are given experiences and opportunities to **invent, retell** and **innovate** stories. We have continued our work with **TfW** specialist Jane Ralphs to develop our writing in Reception so that children leave Reception being able to write simple sentences.

Following advice from **TfW** specialist, regular story invention sessions take place including both whole class inventions as well as group inventions. In addition, teachers are completing regular work with the children in small adult focused groups.

Language and Communication

Children are assessed on their language and communication skills. Those with lower levels are supported through intervention led by the HLTA. This year, a rhyme over view has been created where children are learning and performing a different rhyme a week. This has promoted rhyme and pattern as well as language and vocabulary, particularly amongst **EAL children**.

This year, we have continued to use the **NELI** programme to support children with **language** and **vocabulary** development, implementing support to those that require it.

Safeguarding

Within the EYFS setting, children are made to feel safe and comfortable in the environment. **Safeguarding is highly effective**, and staff understand the relevant processes.



		<p>Throughout the year, the EYFS Lead has met regularly (weekly/fortnightly) to review the day to day running of EYFS. This has included discussions surrounding, planning, activities, teaching, timetables, adult deployment, interventions and data. This has been followed up with emails and informal discussions.</p>
	Impact	<p>Following detailed observations and targeted intervention within the continuous provision, the children are displaying strengths in physical development and personal, social and emotional development. Having these foundations, the children have made good progress within the specific areas of literacy and mathematics. The children are able to solve mathematical problems within the provision and use STEM sentences fluently to communicate their reasoning. Through quality curriculum planning, TfW, enhanced provision and interactions with the children we have seen good progress within the children's communication and language skills and this is beginning to become evident within both their reading and writing skills.</p> <p>Extra phonics tuition is currently taking place for those children (bottom 20%), to provide further support and place the pupils in the best possible position to their new year in Year 1.</p> <p>In preparation for transition to Phase 1, the children are gradually being exposed to increasingly formal carpet inputs and follow up activities. Phase 1 teachers have also taken part in internal moderation with the Early Years team to support their hand over and how Phase 1 can support children who have not achieved their GLD yet.</p> <p><u>Next Years Focus:</u></p> <ul style="list-style-type: none">- Providing the best start to early reading and writing through rigorous and consistent teaching of phonics and literacy focused provision.- To support Early Language development through a well-planned curriculum and language rich learning environment.- Reduction of workload to ensure teachers are able to provide high quality interactions with the children, to support next steps and provide challenge.- Develop the curriculum to ensure there is clear progression of skills and supports the foundations of learning linked to the National Curriculum.- Children will show positive learning behaviours which enable them to develop a good attitude towards learning.