



East Ardsley Primary Academy

Self Evaluation Form 2024



School Contextual Data:

East Ardsley Primary Academy is a larger than average. It is a modern building (20 years old) built and run under a PFI arrangement. It has a PAL of 60 in each year group and a 78 place nursery. It is a popular school and draws children mainly from the local community. Mobility is low at around 4%; every child who leaves the school is quickly replaced by children on the waiting list or moving into the area.

The percentage of children on free school meals (15%) and/or receive pupil premium funding (17%) is below the national average. East Ardsley Primary Academy has a number of children in kinship and guardianship arrangements, in foster arrangements or have been adopted from care (3%) as there is a long tradition locally of families who foster attending the school. Whilst the percentage of children with special educational needs is below national (13%) we have 4 children with an ECHP in place, 2 awaiting assessment and 6 further applications to make. We have a high incidence of children with a diagnosis of autism (3%) and we are able to manage children with complex needs due to the modern facilities within school. A number of children move into specialist provision – usually at least one child at the end of each Year 6 cohort - but we work hard to meet the needs of every child on roll. We work closely with a number of specialist agencies and provisions to meet the needs of our vulnerable children.

East Ardsley Primary Academy is a member of The Leodis Academies Trust. There are currently five schools within the Trust, all within the local area. They work closely together to secure high quality educational opportunities for children from 2 to 18 years old. We have a shared strategic plan and benefit from a number of high-quality shared services.

We pride ourselves on our inclusive ethos and child-centred approach to teaching and learning. Our Mission Statement reflect this;

'At East Ardsley Primary Academy we work tirelessly to equip our children with the skills, independence and resilience that makes them highly effective learners. Every initiative and strategy we introduce is done with the children in mind; to ensure we are able to secure good progress for every child in our school and accelerated progress for those children not meeting age related expectations. We focus on every child as an individual to give them the understanding, support and skills they need to work together as part of our team. We promote success for every child in our school.'

Quality of education:

All children are offered the full curriculum in accordance with the National Curriculum and statutory guidance and it is modified as necessary to meet the needs of the children.

The curriculum is shaped through topics across the school year and throughout the age range to ensure both breadth and depth in the knowledge the children develop as they go through school. Topics are used to build links between subjects and to give a context for the children's learning. Teachers are clear on what the children need to learn in every subject within the curriculum, the time they need to dedicate to each subject, and the need to ensure that the children recognise the subject they are being taught and the key skills associated with that subject.

English is lead by two members of staff who focus on ensuring there is a love of reading and writing engendered through school, supported by key schemes and strategies. We use Floppy Phonics, Accelerated Reader and Word Aware to support our teaching of reading and ensure the children have access to high quality and challenging texts to support their learning. For teaching writing we use Talk for Writing, No Nonsense Spelling and Penpals. These help us to secure a consistent approach across school, building on prior learning and embedding key skills. We use Lexia to support the needs of all the children, but particularly those who need a lot of repetition and practice to embed basic literacy skills.

Following a review of our writing curriculum we are training to implement The Write Stuff as an alternative to Talk for Writing to give us a fresh perspective and approach to address the identified reasons for the drop in writing standards across school. We are also moving over to Spelling Shed for our spelling curriculum once we have The Write Stuff in place.

The Maths Lead is shared by two members of staff who have introduced Power Maths, using White Rose Maths Hub to support the planning across school. They have introduced a separate arithmetic session to support this and to ensure the children develop the fluency skills they need to successfully support the mastery curriculum. We use Times Tables Rock Stars to support the practice and encourage the quick-fire recall of basic multiplication facts.

School has a programme of formal assessments across the year in reading, writing, spag and mathematics. These include Phonics Assessments, STAR reader tests, NFER assessments and Past SATs papers. The data from these assessments and gap analysis of the papers enables school to plan appropriately to meet the needs of the children who are making least progress in school and/or are attaining below age related expectations.

Across school there is a strong emphasis on cultural capital and developing the skills the children will need as they grow up. We have a Forest School Lead and a Lead for Growth Mindset as well as the other curriculum leads to ensure that these aspects of learning are used effectively to benefit the children in their learning and their development as responsible citizens.

Educational visits and visitors to school are a key part of our school curriculum and we have worked hard to ensure that they are high quality and well planned to maximise their impact on the children's learning. We are working to increase the number of residential visits we have to support the children in developing their independence and social skills.

Behaviour and attitudes:

School has a warm and friendly feel with a calm and productive atmosphere pervading throughout every year group. Clear routines and systems are in place and applied consistently to support the children in their learning. Children are taught to develop and use their growth mindset and to have a positive attitude to learning. Staff all implement the Behaviour Policy consistently and support the children with their behaviour through positive and well-developed relationships both with the children and with home. Bullying, discrimination and harassment are not tolerated and are dealt with using a restorative approach and education for those involved.

The School Council is listened to and given standing within the school and the responsibility to support and develop new ideas and thinking across school. The children recognise the need to show everyone respect and are well-mannered and polite.

Every Wednesday there is a 30 minute Circle Time across school which enables the Learning Mentor and Inclusion Mentor to offer support in classes where particular issues have arisen.

As we are affiliated with the national online safety programme we issue an online safety guide to all parents every Wednesday. These respond to issues that are prevalent across the country and enable us to support parents in responding to the dangers an online presence can incur.

With a significant number of children who have previously been in care we are well versed in dealing with children who have suffered early trauma, have separation anxiety or other attachment issues. These are well supported and addressed by the Pastoral Team with the classteachers to ensure the children are well managed and able to access the curriculum.

Lots of systems and strategies are in place at universal level to offer support to all children but directed at those children with individual needs who benefit from additional support to maintain their independence. These are supplemented by careful planning and support to ensure the children with individual needs or an identified SEND are able to access the full curriculum.

With a growing number of children with SEND that means they struggle to access the curriculum, we have opened The Bridge. This is a SEND provision area in school, staffed by teaching assistants who work with the children on objectives provided by the classteachers. The children return to class to access individual teaching in English and maths and to access whole class lessons with sufficient scaffolding. Teachers are responsible for the planning and attainment of our children with SEND. They use Bsquared to assess, plan and review objectives and Learning Plan and Provision Map Writer to create support plans and one page passports.

Disregulation is managed well; ensuring the child is calmed and able to recognise their behaviours and that the rest of the class are not put at risk of significant harm. School has a long history of keeping children in school and accessing the curriculum no matter the level and complexity of their needs. We are proud to be an inclusive school and believe that every child who attends our school belongs in our school. We have a behaviour mentor who works with our children with most significant challenges with their behaviour; supporting with sensory circuit, carrying out work around emotions and feelings and

supporting in classes where needed. They also provide mediation for the children who have been involved in incidents in the playground or who have difficulties in managing their friendships.

School gives high priority to good attendance and has an Attendance Team made up of the Principal, Office Manager and Inclusion Mentor. Strong systems and rigorous monitoring ensure attendance is above average for all pupils including vulnerable pupils, although we still have a significant number of children who fall into persistent absence, especially those who are vulnerable.

Personal development:

Central to the school's vision is the notion that education gives young people choices and that every day in school is worthwhile and offers opportunity for learning. It recognises that for many children there are significant barriers to learning and that it is the role of the school to address these to support the child and ensure they are ready to learn.

School provides lots of support and opportunities for children to engage with and develop positive strategies to support their own mental health. We have a rigorous PSHE curriculum and teachers undertake termly Mindmate sessions with all the children. Decompression time is used very successfully with a number of our children to support with the stress they feel at key times during the day.

Our Pastoral Team work with a range of outside agencies, as well as running their own groups and offering advice to members of staff to ensure the needs of the children are addressed. Counselling, Art Therapy, Family Support and numerous other services are available through the MAT.

PSHE is taught every week by the class teacher; sex and relationship education is a part of the scheme we use and supplemented by an annual day long workshop run in school by an outside provider. The teaching of protected characteristics is included within the PSHE curriculum in an age appropriate way.

We access the My Health, My School annual survey and use the outcomes of these to identify any particular areas of concern to address with the children or to follow up with home.

Our School council is high profile in school and run to ensure the children understand how democracy works and why it is important. Our children know that they have a right to say how they are feeling and to express an opinion. We work hard to ensure they understand what discrimination is and how this can impact on children and their learning. Children are encouraged to be kind to one another and this is celebrated by the School Council.

Religious Education is taught across school and follows the locally agreed syllabus. Emphasis is put on discussion and comparing our own beliefs to those of others. Children talk confidently about their own beliefs and those of others and accept that they may not agree with one another.

Leadership and management:

Leaders are focussed on improving outcomes for the children in school. They understand the needs of the school and share the same priorities for improvement. They work closely together as a team and ensure new initiatives are based on a research lead approach and supported by high quality CPD.

Staff are encouraged to engage with training online, through weekly CPD meetings and long-term qualifications such as NVQs and NPOs. School subscribes to The National College to ensure it has access to lots of high quality and relevant webinars and courses to share as needed. The school's speech and language therapist also provides lots of high quality training which is used to support the issues identified in school and to give training to staff working with children with specific educational needs. School does not have separate teaching assistants for children with SEND outside of The Bridge, but creates additional capacity within those classes where it is needed. All staff are trained to maximise the impact of any new strategies or initiatives.

The Leadership Team works hard to ensure it does not add to staff workload when it introduces new initiatives or interventions. To this end there is a clearly agreed approach outlining the expectations of the Leadership Team (East Ardsley Approach) which is reviewed with staff every year. Every member of staff has access to the SAS Well-being app and can access counselling, physiotherapy appointments and a range of information and other services through this.

The School Development Plan is supported by additional specific action plans as needed to support its implementation. School is focussing on Reading (particularly parental engagement and comprehension skills), Writing and the progress and attainment of our vulnerable children this academic year. This is in line with the other primary schools in the MAT.

The Local Governing Board has a strong focus on the School Development Plan and offers challenge and questioning that ensure the school maintains focus on the key priorities identified. It has a watching brief on the budget and supports school in planning to spend reserves to meet the priorities of the school and the needs of the children. There is a clear hierarchy and lines of communication with Trustees and school benefits from the challenge and support they provide.

School has a highly inclusive ethos and works successfully with a range of children with lots of different educational, physical and medical needs. All children access the full curriculum and are included in every aspect of school life. The SENDCo is a member of the Senior Leadership Team and ensures that she advocates for those children with SEND. She is also head of the Pastoral Team which ensures their work is given status and the right level of support.

The member of the Senior Leadership Team with responsibility for the Pastoral Team and role of SENDCo is also responsible for Safeguarding. Whilst the different aspects of her job fit well together, it is a highly stressful and demanding role with a great level of responsibility. The school uses CPOMs to maintain detailed and specific records over the time the child attends our school. Safeguarding in school is strong and the measures in place proportionate to the incidents they address.

Any incidents children report that make them feel uncomfortable or upset are taken seriously and fully investigated. Where it is felt appropriate IPRA's, PEEPS or HIBs are completed and support requested from outside agencies.

The school deals with very few complaints but these are all taken very seriously and followed up in accordance with agreed school policy. Records of any credible complaints are kept in staff personnel files to ensure school does not miss any patterns in behaviour that may become visible over time.

Early Years Education:

Children are offered a place at our school in the half-term after they are 3 years old. The curriculum focusses on the 7 areas of learning driven by the needs and interests of the children. We have continuous provision in place through to the end of Year 1 and therefore our EYFS Lead is also responsible for Year 1. This gives us an expert team who are able to meet the needs of the children from starting nursery through to the end of Year 1. The children quickly settle and manage the more formal teaching of Year 2 easily.

Short teaching inputs punctuate the day so that the basic skills are introduced before they are practised within the provision. All areas of the provision are created to stimulate learning and the application of basic skills. Great emphasis is put on the children developing their social, emotional skills and developing their readiness to learn. Adults play alongside the children and model the skills and vocabulary they want the children to adopt.

All children are screened to assess their speaking and listening skills in nursery and again in F2. This is done using communication progression tool and the interventions suggested once this is completed are regularly undertaken with children 1:1 or in small groups as appropriate.

As far as possible the teaching schemes used across school start in F2; this includes Word Aware, Floppy's Phonics, Penpals, Talk for Writing and Power Maths. These are used consistently to ensure they set the children up ready to learn as they move through the scheme and through the year groups. The focus of all work is on embedding the basic skills and not on extending the curriculum beyond the Early Learning Goals.

Children learn a number of texts off by heart as well as listening to and joining in with lots of familiar stories throughout their time in EYFS. The pre reading and early reading skills are all given time in nursery and F2 to ensure the children develop a love of reading and stories and become confident in their speaking and listening skills ready to learn how to read.

In mathematics the focus is on the concept of number and the internalisation of these concepts. The focus is on practical maths using everyday objects and introducing concrete materials such as Numicon, counters and 5 and 10 frames. The children are asked to show that they understand a concept and this is recorded in their maths journals.