

SCHOOL CONTEXT

Brunswick Park Primary School is a larger than average school, built in 1905, with a Resource Base for pupils with ASC in the London Borough of Southwark. The school inducts pupils well, and emphasises its inclusive ethos, welcoming pupils and their families both warmly and comprehensively. From September 2019 its PAN was permanently reduced to 60 (2FE) from 75 (2.5FE run as 3FE). Currently there are 382 pupils on roll (559 in 2016 RoL). School capacity is now 472 including Nursery. The area is undergoing a period of rapid change whilst long-standing high-density social housing is demolished and this has reduced the school roll rapidly.

- **Deprivation** – The school serves a community that reflects considerable social and economic challenges. Using the new methods for calculation, 50% of children are eligible for free school meals (Ever6). The school's IDACI deprivation indicator is 0.3 which is significantly higher than the national average, and in the highest 20% of all schools (IDSR Jan 2020).
- **Diversity** – 89% children are from minority ethnic families, with 13 out of a possible 17 ethnic groups represented. In 2019 36% of pupils are recorded as speaking English as an additional language, a significant number of whom do not speak English at home. We have evidence of under-reporting of EAL from families new to the school, and after meeting individuals to clarify home language, we expect more than 55% of pupils will have EAL. The school also has a gender imbalance, with 48% girls.
- **Start Points** – Assessment on entry to the EYFS shows many children have poorly developed communication skills, little or no English and poor personal, social and emotional development. (See moderated baseline data). Attainment on entry is substantially below developmental milestones for all children. Our baseline on entry data suggests children enter the school with key skills well below those typical for their age.
- **SEND** – 25% of children have Special Educational Needs overall, excluding Nursery. This figure will rise. There are currently 27 pupils with an EHCP (7.4%) and 55 children at SEND Support (15% of school population). There are 11 children on the monitoring register. A further 9 children are likely to need an assessment for an EHCP in the coming year.

The school is one of four Resource Based schools in the borough, focusing on delivering specific provision for children identified with Autistic Spectrum Condition (ASC). Brunswick Park Primary School has 14 places for children with ASC in its Resource Based provision. It is currently full and an additional 6 children access the provision. It is expected that numbers will stabilise naturally at 14 in the future, as one or two pupils move on to specialist provision and others will access mainstream class after a period of support and intervention. Resource Based pupils account for 54% of total EHCPs in the school. In total there are 38 children with a diagnosis of ASC in the school; 10% of the school population.

A significant number of pupils also have other difficulties. On the SEND support register 33 children have specific speech and language difficulties as their primary need (40% of the SEND population), 31 children have specific learning difficulties (38% of the SEND population) and 16 children have complex social, emotional and mental health difficulties (20%). 19 children who have significant learning difficulties are tracked on a small-steps assessment programme and on the Local Authority's Small Steps progress tracker, designed to replace P-Levels, linked to Southwark STAR in mathematics.

- **Mobility** - the school has high mobility; annual mobility is historically approximately 20% and in the second from bottom quintile for stability. In the last 2 years it has increased as the roll has fallen. Children often arrive from overseas, with no English and little/no formal education.

Since the last Inspection in April 2019 Senior Leaders and Governors have continued to focus on improving the quality of teaching and learning across the school, including consolidating bespoke CPD and support packages for young and early career teachers and providing targeted CPD to improve the rates of progress of pupils with SEND and those who have the potential to attain at greater depth. This is reflected in rising attainment and high rates of progress in nearly all subject areas across Key Stages 1 and 2 (see Quality of Education: Pupil Progress and Outcomes = IMPACT)

COVID-19

Evidence suggests that Brunswick Park has responded well to the measures introduced by Government to mitigate the spread of COVID-19 from 20 March 2020, when all schools closed to children with the exception of those identified as vulnerable for whom following risk assessment school attendance was appropriate, and children of Key and Critical Workers. All risk assessments were completed in line with associated guidance, and measures introduced to make the building as safe as possible for all continuing to use it. The school remained open throughout the closure period, and acted as a LA Hub School, taking in pupils from other schools that were forced to close completely. Meals for pupils on FSM and with NRPF were provided with Edenred vouchers and vouchers via Wonde, and weekly food parcels for all those who needed them were available from March until term ended. Welfare calls and home visits to vulnerable families were made throughout to ensure children were safe.

Communication with the school community was regular and extensive during the closure period and to the end of the Summer Term. Parents surveyed reported both satisfaction with and confidence in the school and its communication during this time, resulting in high numbers of children in the Key Year Groups of Reception and Year 6 returning to school in June.

Home learning was provided through class emails and in hard copy. The outcome of our Engagement in Home Learning Survey taken in June/July 2020 confirmed what was expected:

- Disadvantaged children are less likely to engage in home learning;
- Lack of space in the home limits access to home learning;
- Limited access to devices prevents children from accessing home learning – no device/shared devices/devices used by home working parents and children/devices incompatible with home learning/no access to a printer/no access to a keyboard;
- Poor or no Wi-Fi and no data credit limits access to home learning;
- The majority of home learning at Brunswick Park is accessed through a Smartphone.

This information has been used to plan ongoing home learning from September 2020 for use in remote and blended models. Google Classroom has been adopted as the most accessible online platform through the devices accessed by the majority of parents and carers. A Parent Guide and User Agreement have been devised and distributed, staff have been trained, clear expectations set and timetables made for each phase that include opportunities for teachers to give regular developmental feedback. All plans have been shared with parents and carers, and November's Parents' Evenings will be held via Google Classroom to test accessibility and ease of use.

Brunswick Park's Recovery Curriculum has been designed to

- a) Ensure children experience missed curriculum content;
- b) Re-establish positive relationships, learning behaviour and attitudes within the parameters of the COVID-19 guidance;
- c) Consolidate and improve basic skills to minimise achievement gaps and enable pupils to make rates of progress that will return them to pre-lockdown levels rapidly.

Our latest online Parents' Survey (October 2020) shows that of the 59 families who responded, 100% believe their children have settled back into school well.

There were no statutory tests or assessments on 2020. The aims and targets detailed in this SEF are based upon 2019 data, assume the Recovery Curriculum is successful in putting pupils back on track and that the planned remote/blended learning models enable pupils to continue to make at least expected progress. All approaches are/will be evaluated regularly.

PROGRESS SINCE PREVIOUS INSPECTION - April 2019

Key Issue	Impact/evidence of progress since inspection
<p>Improve the quality of teaching to ensure that it is consistently good or better, by:</p> <p>Improve the quality of teaching across all key stages so that pupils make outstanding progress in all subjects by:</p> <p>Addressing inconsistencies in teachers' subject knowledge to further improve the quality of teaching, learning and assessment.</p> <p>Ensuring that work is sufficiently challenging and routinely meets the needs of all pupils.</p>	<p>Brunswick Park has a clear monitoring and evaluation framework, which is updated on a half termly basis. The school's monitoring and evaluation cycle is clear. Leaders are being supported to monitor the effectiveness of teaching and learning for their subjects and the outcomes for pupils. Formal observations are linked to class teachers' career development objectives and reflect the teaching staff's progress towards their targets. Regular learning walks and pupils' work scrutinies ensure that teaching and learning has a consistently good impact on pupils' learning gains. Where inconsistencies in teachers' subject knowledge are identified, this is followed up with targeted support for those members of staff.</p> <p>IMPACT –The quality of teaching and learning and assessment is improving across the school meaning that outcomes are better for all pupils.</p> <p>In order to ensure that pupil progress data is reliable and accurate, the school holds termly moderation meetings within and across year groups, as well as with other schools judged to be Outstanding. These meetings have demonstrated that teachers' judgements at BPPS are accurate and in line with those of other schools (see moderation records). The SDP for 2020-21 focuses on increasing the number of pupils at KS2 achieving GDS.</p> <p>IMPACT - Improvements in the effectiveness of leaders in monitoring pupil outcomes more rigorously has led to improvements in teaching across the school. End of year outcomes for EYFS, Phonics, KS1 and KS2 for 2019 were improved in 2019 (see Quality of Education: Pupil Progress and Outcomes = IMPACT).</p>
<p>Continue to develop effective parent partnership as an effective means of raising outcomes for pupils by ensuring that parents of all pupils are fully engaged with their children's education.</p>	<p>Parents have been encouraged to attend regular Stay and Play Sessions in the EYFS and Year 1 to work with their children in the classroom to learn about how their children are taught and learn.</p> <p>Home visits are undertaken for all new starters in the EYFS, including casual admissions.</p> <p>EYFS settling in is bespoke to the child and agreed with the parents. A group of regular parent volunteers is established to support children in school and on educational visits.</p> <p>The Home School Support Worker runs regular aspiration days for children and their parents linked to City Financial Businesses. She also runs coffee mornings for targeted parents.</p> <p>The staff governor and key FoBS representatives are strengthening links between the FoBS and school to focus on fundraising and the introduction of FoBS Class Representatives to sharpen purpose and improve communication.</p> <p>IMPACT – The Latest Parental Survey (October 2020) shows a high level of satisfaction with the school's provision.</p> <p>Next Steps: Increase parental involvement in the curriculum.</p>

Quality of Education: Pupil Progress, Achievement and Outcomes = IMPACT

THERE ARE NO OUTCOMES FOR 2020 DUE TO THE IMPACT OF COVID-19: SCHOOL CLOSURE AND CANCELLATION OF ALL STATUTORY ASSESSMENTS/TESTS

2018-19 OUTCOMES - EYFS GLD %:

	2017	2018	2019	Change
School	56	61	63	2 ↑
LA	73	75	74	1 ↓
Nat	71	71	72	1 ↑

Phonics %:

Year Grp	2017	2018	2019	Change
Y1	82	82	82	
LA	84	85	84	1 ↓
Nat	81	83	82	1 ↓
Y2	75	83	82	
LA	63	61		
Nat	63	62		

KS1 teacher assessment and tests %

Year	Reading % exp+				Writing % exp+				Maths % exp+			
	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change
School	68	71	72	3 ↑	64	71	72	1 ↑	67	73	76	3 ↑
LA	79	79	79	0	73	75	73	2 ↓	78	79	78	1 ↓
Nat	76	76	75	1 ↓	68	70	69	1 ↓	75	76	75	1 ↓

Year	Reading % GDS				Writing % GDS				Maths % GDS			
	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change
School	19	27	26	1 ↓	11	19	21	2 ↑	19	27	28	1 ↑
LA	26	26	25	1 ↓	16	18	17	1 ↓	23	24	23	1 ↓
Nat	25	26	25	1 ↓	16	16	15	1 ↓	21	22	22	0

KS2 tests %

Year	Reading % exp+				Writing % exp+				Maths % exp+				RWM % exp+			
	2017	2018	2019	change	2017	2018	2019	change	2017	2018	2019	change	2017	2018	2019	change
School	83	86	88	2 ↑	76	78	81	3 ↑	82	76	81	5 ↑	69	71	74	3 ↑
LA	73	77	75	2 ↓	78	80	81	0	79	79	80	1 ↑	64	67	68	1 ↑
Nat	72	75	73	2 ↓	76	78	78	0	75	76	79	3 ↑	61	64	65	1 ↑

KS2 tests %

Year	Reading % GDS				Writing % GDS				Maths % GDS				RWM % GDS			
	2017	2018	2019	change	2017	2018	2019	change	2017	2018	2019	change	2017	2018	2019	change
School	41	24	21	3 ↓	17	24	24	0	13	30	19	11 ↓	1	9	7	2 ↓
LA	24	29	27	2 ↓	18	22	23	1 ↓	19	23	29	6 ↑	7	9	12	3 ↑
Nat	25	28	27	1 ↓	18	20	20	0	17	23	27	4 ↑	5	9	10	1 ↑

	Rdg Avg Scaled Score	GPS Avg Scaled Score	Mat Avg Scaled Score	Avg Pupil Prog - Rdg	Avg Pupil Prog - Wtg	Avg Pupil Prog Mat
2017	106	109	106	2.6	-0.2	1.4
2018	101	106	105	0.1	0.2	2.2
2019	105	105	104	3.6	2.4	1.3

Quality of Education: Pupil Progress, Achievement and Outcomes = IMPACT

Pupil Progress, Achievement and Outcomes are Good (2) because:

Despite the fact that the majority of pupils enter the school with academically low starting points, outcomes at the end of KS1 and KS2 are broadly in line with national averages. Additionally, the high percentage of SEND pupils and the high levels of social deprivation in the area do not deter the pupils from achieving high standards that are at least in line with other pupils nationally.

School assessment data and the progress of pupils as shown indicate that these standards at the end of KS1 and KS2 will be maintained in 2020. As a result, pupils at Brunswick Park are well prepared for their next step in education.

In KS2, pupils' progress in Reading, Writing and Maths is at the very least average. In detail, in 2019, the average progress score in Reading was 3.60 points (well above average), in Writing 2.42 points (above average) and in Maths 1.30 points (Average). Those outcomes are consistent and show slight improvements each year between 2016 and 2019 (see ISDR 2016, 2017, 2018, 2019).

Internal school data show that across all year groups pupils make good progress in core subjects, with a good proportion of them consistently making progress that is greater than expected. Also, as evident in KS2 SATs outcomes (2019) disadvantaged pupils make consistently good progress.

Disadvantaged Pupils:

93%		89%		85%	
87%		77%		80%	

Other:

Over the last three years, disadvantaged pupils have made rates of progress which are in line or above that of other pupils nationally in reading, writing and maths (**ISDR 2017, 2018, 2019, 2020**). Additionally, in school data shows that in core subjects and across the school the gaps in attainment between disadvantaged and non-disadvantaged pupils are narrowing.

Over the last three years, the progress of pupils in KS2 in maths and reading who receive SEND support has matched and sometimes exceeded that of all pupils nationally from similar starting points (ISDR 2016, 2017, ASP 2019). Rates of progress in writing, although not as rapid, have been broadly average (2018 and 2019). Current school tracking data also show that across most year groups in the school, in reading, writing and maths, pupils with SEND support (excluding those with more complex needs who are assessed through a small steps assessment framework) make rates of progress which are similar to non-SEND pupils.

Brunswick Park Primary School continues to have a well-equipped Resource Base for pupils with ASC. The attainment of those pupils is significantly lower than others in Reading, Writing and Maths. However, evidence from the Small Steps Tracker shows that in this setting those pupils are making good progress from their starting points.

Next steps:

- In core subjects, raise the percentage of pupils that reach greater depth standard at the end of KS1 and KS2.
- Increase the percentage of pupils achieving a GLD at the end of EYFS.
- In Year 1, increase the number of pupils working at age related expectations in core subjects.
- In Reading (Years 1-6), narrow the gap in attainment of boys and girls working at age related expectations.
- Continue to develop and promote excellence and achievement across the curriculum in a wide range of subjects so that all pupils are challenged.

Quality of Education: Curriculum INTENT	
<p>The Curriculum's intent is Good (2) because:</p>	<p>The curriculum uses the Literary Curriculum as a starting point so that high quality texts are at the heart of children's learning. Leaders made the decision to adopt the Literary Curriculum for two reasons that are crucial to the school's context: to ensure that children have ongoing and equal access to high quality texts and to support teachers in planning teaching sequences that promote rapid pupil progress. Other subjects are planned around the texts so learning is linked meaningfully where possible. Teachers and subject leaders continually evaluate the curriculum's relevance, making sure it meets fully the needs of the children of Camberwell and provides sufficient cultural capital to prepare them for their future lives.</p> <p>IMPACT is seen in teaching and learning (implementation) and pupil progress and outcomes (impact).</p>
Quality of Teaching, Learning and Assessment = IMPLEMENTATION	
<p>Teaching, Learning and Assessment are Good (2) because...</p>	<p>The school's ongoing monitoring cycle and the Ofsted report (April 2019) indicate that the quality of teaching and learning at Brunswick Park Primary School remains good. In all year groups, teaching is improving in accordance with teachers' career stages. This results in high quality lesson plans, differentiated learning to meet the needs of all pupils and good progress for all key pupil groups.</p> <p>As a result of the support of middle and senior leaders, the subject knowledge of new teachers (new to school/RQT/UQT) is improving and they are becoming more skilled at planning effective lessons with appropriate challenge for the different groups in their class.</p> <p>Lesson observations show that support staff are deployed effectively to facilitate pupils' learning. Most class teachers are adaptive practitioners who manage to uncover and address pupils' misconceptions during lessons. In addition, learning is related to pupils' interests and cultural backgrounds. This results in high pupil engagement and positive behaviour for learning.</p> <p>The majority of teachers have appropriate expectations (Demand / Challenge / Access) to enable pupils to make good progress. Most adapt the work pupils are expected to do so all groups of students are sufficiently challenged.</p> <p>Next steps</p> <ul style="list-style-type: none"> • To ensure that all teachers (including UQT) use differentiation and challenge appropriately to support key pupil groups to make accelerated progress from their starting points, with a focus on MAPS and HAPS. • To ensure that use of assessment information/data (by questioning in lessons to check pupils understand and reveal their misconceptions, written feedback and its impact, on-going testing etc.) informs teachers' classroom delivery and /or teachers' short and longer term planning and matches pupils' learning needs.
BEHAVIOUR AND ATTITUDES	
<p>Behaviour and Attitudes are Outstanding (1) because:</p>	<p>School staff ensure that the behaviour policy is applied consistently. It was updated in September 2019 to reflect the use of the newly introduced online Behaviour Management Tool 'Trackit Lights' and again for September 2020 to reflect COVID-19 mitigation guidance and the requirements of the Recovery Curriculum. All staff have been trained in its use to ensure that issues are recorded, managed and resolved efficiently and effectively.</p> <p>All new staff, including staff employed through agencies, are coached through the behaviour policy to ensure a consistent approach. Regular book scrutinies and learning walks in all subject areas continue to ensure that pupils' behaviour for learning is consistently good or better and that pupils take pride in their learning. Training in behaviour management and the establishment</p>

	<p>of positive learning attitudes for all staff is revisited regularly to encourage pupils to take appropriate ownership of their behaviour.</p> <p>The most recent parent questionnaires (October/November 2019 and October 2020) indicate that the vast majority of parents agree that their children are safe and that pupils at the school behave well. Parents responded positively that the school takes effective action to tackle bullying.</p> <p>The school made improvements to attendance in 2015-16 following a long legacy of stubbornly low attendance (from 94% to 96.3%). To date this improvement has been sustained and attendance is in line with the national average of 96% and in the top 20% of all schools nationally with the same level of deprivation (see Attendance File and IDSR Jan 2020).</p> <p>IMPACT -There are fewer incidents of low level disruption. On the rare occasions where incidents use language that may be of a discriminatory nature, they are managed robustly by all school staff. In all instances, pupils are supported to understand their inappropriate behaviour. The school has made strenuous efforts to improve the quality of play through weekly training of the Lunchtime Play Leaders and teaching children a variety of playground games. Following requests, children also have a quiet place to sit at lunchtime.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • To develop and embed pupils’ understanding of their attitudes to themselves, others, school and learning. • To continue to improve attendance, especially in EYFS/KS1, to be in line with the national average consistently. • To ensure a sufficient proportion of the staff body is trained in the use of the Team Teach approach to de-escalation and positive handling.
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PERSONAL DEVELOPMENT

<p>Personal development is outstanding (1) because:</p>	<p>Pupils understand the value of learning and its importance for their future lives. The school’s wish for them to ‘learn for living through respect, support and challenge’ helps develop high aspirations. The latest Pupil Voice Survey (November 2019, Years 1-6) reports that pupils are happy at school and that they find out new things in lessons.</p> <p>Pupils report feeling safe at school. All pupils take part in Anti Bullying Week every November during which they are made aware of different types of bullying, including cyber bullying. Knowing how to stay safe in a variety of situations, including when online, is reinforced continually. Pupils continue to learn how to become more self-aware through PHCSE lessons that encourage the development of resilience. A whole school focus on promoting well-being is being embedded in Years 1-6 to ensure pupils are prepared for modern life. The profile of the importance of maintaining good mental health is being raised through teaching mental health awareness and the RULER approach.</p> <p>IMPACT - There are fewer incidents of low-level disruption. On the rare occasions where incidents use language that may be of a discriminatory nature, they are managed robustly by all school staff. In all instances, pupils are supported to understand their inappropriate behaviour. The school has made strenuous efforts to improve the quality of play. This has been undertaken by increasing the number of staff supervising outdoor play and weekly training of the Lunchtime Play Leaders. Pupils acknowledge their playtimes are positive (Pupil Voice Survey Autumn 2019).</p> <p>Next Step</p> <p>To deepen further the school’s approach to promoting outstanding care, guidance and support, including building pupils’ resilience and capacity to self-regulate through the introduction of a well-being programme and well-being support and the Recovery Curriculum.</p>
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LEADERSHIP AND MANAGEMENT

Leadership is good (2) because...

- Leaders at all levels including governors have a clear view of the strengths and weaknesses of the school based on accurate self-evaluation processes, periodically benchmarked by external validation.

Evidence and impact – Governors’ Raising Achievement Board Meetings (RAB) / LA Progress Review Meetings (PRM) / Leaders’ impact meetings / internal QA / external QA

- The ambition and drive of senior leaders and governors have brought about significant improvements to the school. We have been very successful in creating a culture of high expectations in which good standards, teaching, learning and behaviour are the norm. The outcomes of the latest inspection demonstrate clearly that the leadership of the school has the capacity to sustain further improvements.

Staff survey / parent survey / pupil perceptions / external partners’ views

- The achievement of disadvantaged pupils as well as other vulnerable groups has improved over time in Key Stage 2. The school does not accept disadvantage as a barrier to achievement and works relentlessly to support pupils, including the very high number of vulnerable pupils with social services involvement.

Pupil Premium Statements, Strategies and Evaluations have resulted in raised attainment for Disadvantaged Pupils and rates of progress in Key Stage 2 that are in line or exceed those of other pupils Nationally (*See school data, PPG Strategy, IDSR*)

The provision for pupils with SEND is improving and ensures that the support given to pupils is increasingly well targeted (*see School Data*).

- Leaders have been relentless and systematic in addressing the challenges of the school context to achieve these historical and current improvements – including implementing significant organisational change and restructuring of staff roles as the basis to provide the foundations to ensure adults at all levels are having a positive impact on the education and welfare of pupils.

- Pupils experience a broad range of subjects, including music, art, science, humanities and Spanish. These subjects are well planned overall, grab pupils’ interests and excite them in learning. Residential visits and extra-curricular activities enrich the curriculum.

- British Values such as tolerance, respect and democracy are embedded in the school’s work. Each month is marked with a value which is driven through Collective Worship and Assembly, and the school’s core values are listed in the school’s British Values Statement. PSHCE is taught regularly, including anti-bullying, diversity education and Sex and Relationships Education. The School has been awarded London Healthy Schools Gold Award and the TFL Gold Stars Award.

- There is a range of extra-curricular activities that provide pupils with opportunities to try new activities, practise new skills and develop socially. These range from sporting pursuits including gymnastics, football, cricket, athletics and tennis to creative technological activities such as dance, computing, Film Club, choir, art and cooking.

- The sport premium funding grant is used effectively to raise participation in competitive sport, provide a wider range of resources for different sports and to train teachers to become

	<p>even better equipped to teach aspects of PE. Children from Years 2-6 run The Daily Mile. There is increased impact on pupils’ participation in sport and their physical well-being. (See statement)</p> <ul style="list-style-type: none"> Governors use their wide range of experience and skills effectively to challenge and support senior leaders in equal measure. They have an accurate knowledge of the school’s strengths and weaknesses. Governors understand the procedures for performance management and how this links to teachers’ pay. <i>See Governors’ Minutes : PRM Minutes (LA/Governors/Leaders) CPD record</i> Governors have had training to increase their ability to interrogate this information. As a result, they know how the school’s performance compares with other schools nationally. Governors monitor the pupil premium and PE and sports funding rigorously, ensuring that the funding spent has a positive impact on pupils’ progress. Governor visits are well established as part of their monitoring role and interface with stakeholders (see <i>Governors’ Visits Records</i>). Arrangements for safeguarding are effective and comply with the statutory orders in KCSiE. The SCR is compliant. Leaders have established robust systems that meet legal requirements effectively including the use of a CPOMS. All staff receive regular and appropriate training on all aspects of safeguarding including child protection, female genital mutilation and all signs of abuse including VAWG. The school is tenacious about following up issues raised and in involving external agencies where necessary. Consequently pupils are safe and their welfare needs are met very effectively. Parents agree that the school keeps their children safe (<i>Parent Voice and Case records</i>). <p>Next Steps: Ensure leadership of all foundation subjects is effective in securing higher standards across the curriculum.</p> <p>Ensure all staff have a thorough understanding of the Ofsted Framework September 2019 and its implications for the curriculum and their practice.</p> <p>Ensure staff well-being remains central to decision making going forward, including workload reduction strategies to inform the next stage of the school’s development.</p>
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EARLY YEARS FOUNDATION STAGE

<p>The EYFS is Good (2) because:</p>	<p>Children make good progress from their very low starting points. In 2018, 16% of children started Reception at ARE in GLD areas. In 2019, this figure was 23%.</p> <p>GLD for the year 2018-19 was 63% and was moderated by the LA, when all judgements were found to be accurate. The trend is upward. No children were Exceeding overall but 7% were Exceeding in Reading (3 children). GLD for 2020 was not assessed due to school closure caused by lockdown, but internal data suggested that 62% of children were on track to meet the ELGs in all the GLD areas. The 2020 cohort included 5 children with a diagnosis of autism, 4 of whom also had an EHCP.</p> <p>In 2020, 29% of children have started Reception at ARE in all GLD areas. Due to Reading, Writing and Number being lower than Prime Areas at the end of 2018-19, the EYFS Leader has introduced daily reading sessions and a focus on teaching writing and maths skills. There is one</p>
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child with an EHCP and a further three who we believe will be given an EHCP once their diagnoses are formalised and the process completed.

The higher number of children starting Reception at ARE is possibly due to the changing nature of the school's demographic, as we have noticed a small but significant number of parents from professional and more affluent families who have moved into the new housing that replaced the housing stock that was demolished, causing many of our families to be rehoused out of the area.

A nurture group has been set up for the children with the most complex SEND, to enable them to learn to follow routines and prepare them for learning. Phonics is being taught in ability groups

Nursery provision is good, with learning environments being a particular strength. The nursery currently has 17 children; there are 9 places for spring intake, 5 of which have been filled. Due to limited funding Nursery places are offered part-time mornings this year, as most children are only entitled to 15 hours funding. Children who started Reception having attended our Nursery were more 'school ready' than other children – 57% of BP nursery children started Reception at ARE in 2020, compared with 53% of children who came from other nurseries or had not attended any nursery.

Leaders have high aspirations for children. They provide focused high-quality support for teachers and other adults that ensure teaching is of the highest standard. Teachers moderate informally with the AH for EYFS and the EYFS consultant once per half term to check accuracy of judgements. Reception teachers attend an annual cross-borough moderation event prior to completing assessments for the EYFSP.

Parents are very positive about their children's experiences in the Early Years provision. They say they have positive relationships with members of staff, and receive excellent advice to help them support their children's learning at home. Children in the Early Years behave well.

Pupils' achievement is tracked rigorously and monitored across all areas and pupil progress meetings are focused on precise examination of any barriers to progress for both individuals and groups.

IMPACT - Leaders and teachers work together to ensure effective action is taken to match provision to children's needs and to support all pupils to achieve highly.

Next Steps:

- To further improve parental engagement in children's learning to increase progress rates in the acquisition of basic skills.
- To improve curriculum provision in outdoor learning activities so children have increased opportunities to develop their skills across all 7 areas of learning.
- To improve outcomes in Reading, Writing and Number.

OVERALL EFFECTIVENESS OF THE SCHOOL'S QUALITY OF EDUCATION:

Good