



School Self Evaluation 2020/21

School Context:

- Mulbarton Primary School is a two form entry school for children aged 4 to 11 in rural South Norfolk.
- Mulbarton Primary School was established in September 2017 by the amalgamation of the infant and the junior schools.
- The school has 448 children taught in 15 single-age classes and is increasing in numbers.
- The school draws children in from a wide ranging socio-economic background.
- 97% of the school are White British.

Cohort Statistics

| General | Whole School | % of children | General | Whole School | % of children |
|------------------------------------|--------------|---------------|---------------------------|--------------|---------------|
| All Children | 444 | | Term of Birth: Autumn | 139 | 31% |
| Boys | 229 | 52% | Term of Birth: Spring | 112 | 25% |
| Girls | 215 | 48% | Term of Birth: Summer | 191 | 43% |
| Pupil Premium | 43 | 10% | English as Add Lang (EAL) | 16 | 4% |
| Not Pupil Premium | 401 | 88% | Not EAL | 428 | 96% |
| Ever 6 | 36 | 8% | Services Child | 3 | 1% |
| Not Ever 6 | 408 | 90% | SEN | 46 | 10% |
| Disadvantaged (Ever6, PLAA or LAC) | 48 | 11% | Not SEN | 398 | 90% |
| Free School Meals | 34 | 8% | EHCP | 1 | 0.2% |
| Not Free School Meals | 410 | 92% | | | |
| LAC (Looked after / in care) | 0 | 0% | | | |
| Not LAC | 448 | 100% | | | |
| Post Looked-After | 4 | 1% | | | |
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- We have a developing and committed Governing body, which is focused on improving standards across the school. The governing body is made up of both new and experienced governors.
- There have been significant changes to the SLT (September 2018) so that this body is now composed of the head teacher, two deputies, a curriculum lead, EYFS lead and 3 HLTAs.
- The head teacher and two deputies are non-teaching. One deputy head is full time and has responsibility for Data and Assessment. The other deputy is 80% and is the SENCO for the school. The EYFS and curriculum lead and subject leads have regular non-contact time.
- There are subject leaders for all subjects who have regular non-contact time.
- The school plays a key role in the community and, as a result, there is a strong community feel in school. We have close links with four feeder pre-schools as well as the local cluster of schools.
- In addition, the school is involved with the cluster at both head teacher and SENDCo level. Support from the cluster also includes: EYFS, English and Maths Networks
- The school is part of VNET; a local consortium of schools which provides support, challenge and training as well as network meetings for English, Maths, Science, EYFS and PSHE leads
- We have two ECT's currently employed by the school along with 1 NQT in her final term. We also have 5 apprentice TAs in the final stages of their qualification.
- We work closely with City college and the UEA as well as SCITT giving placement opportunities to a number of students (currently 4)

- We have an active PTA, which raise funds to support and develop children's learning opportunities through the provision of additional resources and a wide range of family focussed events. The PTA is currently raising funds to cover the cost of improving our outdoor provision. Their next project will be to upgrade the art room to include a drama space and to widen the range of books available to children and families.
- We are supported by a dedicated team of volunteer helpers who support us with extra-curricular activities and enrichment opportunities across the curriculum: Reading Champions, Forest Schools and Trips.

Progress against previous inspection Key Issues:

Key Issue:

Mulbarton Infant School (July 2015)

- In a few lessons, teachers do not check that children fully understand what they are expected to do, so some children's progress slows.
- Some mathematics lessons are too easy for the most able children so they do not learn as much as they could.
- Children are not always expected to use their good writing skills when writing in other subjects.
- Teaching assistants are not used to best effect when the teacher is talking to the whole class, so they are less effective than at other times.

Mulbarton Junior School (February 2014)

- There are a few instances where teaching requires improvement. At times, teachers do not make it clear to children what they are expected to have learned by the end of the lesson. On occasion, a very small number of disabled children and those who have special educational needs do not have the right sort of work to help them make the best progress.
- Under the guidance of the head teacher, the senior leaders of the upper and lower school are developing their roles well. They make brief observations of teachers' work with the head teacher to identify possible improvements. However, they are not routinely setting targets for attainment in specific subjects areas such as reading and writing.

Progress:

Monitoring has shown that in the vast majority of lessons, teachers are checking progress of children. In response they re-shape teaching to consolidate learning using targeted intervention for example when appropriate. Lessons are planned to embrace/develop the challenge curriculum. Higher achievers are expected to work on extension activities. White-Rose curriculum has transformed the maths curriculum as shown by the increase in the number of children working at greater depth. 2019 end of key stage KS 1 GD 18.5% KS2 GD 26.6%. The cornerstone curriculum has enabled staff to develop long-term plans which ensure that children have the opportunity to apply previously taught skills. Cursive handwriting is taught systematically across the school.

Regular monitoring has shown that TAs are being used effectively to ensure progress is made across all subjects.

Children can clearly articulate what they are learning. Challenge led learning is used throughout the school in all lessons. Secure match of learning to SEND. Tightly scaffolded work for SEND. Alternative curriculum in place for children with high-needs. SLT have included monitoring of SEND provision on a half termly basis.

Following re-organisation there was a complete re-structure of the leadership team which has given the SLT the capacity to challenge and support. There is a monitoring timetable in place which is reviewed at the regular SLT meeting. Although targets have not been set during lockdown the children have continued with regular 1:1 sessions to discuss their learning.

Leadership and Management: GOOD

Evidence:

- All staff and governors understand their role and are clear on the whole school vision and strategy for school improvement. The school has a rigorous focus on improving outcomes for all children. A governor with responsibility for pupil premium meets regularly with the head teacher to discuss the impact of spending on pupil outcomes. School governor logs and subsequent reports demonstrate governors visit regularly to monitor the quality of teaching and learning although this is now being done via zoom.
- Parents, children and the community are aware of the school's values and vision.
- Effective relationships are established between children, parents and local services. GR8 AS UR has been launched (autumn 2019) across the school to ensure that children have the necessary tools to maintain an emotionally healthy and safe life.
- Rigorous monitoring by the SLT of experienced practitioners and subject leaders has been established to ensure continued improvement in the school. This is further facilitated by attendance at the cluster and VNET professional community networks.
- The school has adopted a distributed leadership model to ensure the school's long-term improvement with staff being supported by SLT to ensure that monitoring and evaluation is rigorous and leads to improved outcomes for all children.
- Leaders focus relentlessly on improving Teaching and Learning and have participated fully in a Raising Attainment working party based at an outstanding local primary school. The tracking of data is systematic and rigorous. Underperformance of teachers and children is tackled rapidly with sharp, concise action.
- Leaders protect staff from unnecessary workload. This has been achieved through the introduction of distance marking, dedicated

Impact:

- As a result of the governors' clear understanding of their role, challenge is demonstrated. This is shown in governor minutes. Governors are integral to the achievement of the SIDP because they are assigned to specific areas of focus. The Governing Body is knowledgeable about the schools' strengths and weaknesses and can now ask challenging questions during Governor Meetings and Deep-dive days which were taking place once a term.
- (Governor minutes show outcomes of discussions with school leaders)**
- Results from parent survey (Summer 2019 Q3) show that the vast majority of parents/carers are aware of and agree with the school's values and vision.
 - Pupil perception logs show that an overwhelming majority (95%) of children feel safe and happy to be back in school. (DIRT form analysis Autumn 2020)
 - This school is held to account more effectively, with a developing focus on school improvement priorities. Improvement priorities are based upon secure and rigorous self-evaluation as shown by the monitoring grid.
 - All leaders have contributed to the improved outcomes for all children across the school. **(Data 2018/2019, book looks, learning walks)**
 - Subsequently, underperformance is tackled swiftly and appropriate support and challenge is put in place to ensure that teaching is at least good, and that all groups make good or better progress.
 - Staff workload questionnaires demonstrate that there has been a significant improvement in staff well-being related to workload and work/life balance data.

subject leader release time half termly, a day off site for planning each term and purposeful, concise weekly team meetings with clear outcomes.

- The school adopts best practice policies and procedures for safeguarding. Four designated leads are trained and in post. SCR is in place and regularly updated. All staff are fully trained, safer recruitment procedures are in place, governors have enhanced DBS and the vast majority have been trained in safeguarding. At the weekly briefings or via email safeguarding updates are shared with all staff. CPOMs is in place and this has streamlined recording and reduced unnecessary workload.
- Teaching is consistently strong and improving rapidly in all subjects which has been verified by an external visit from a VNET associate "A very strong team of teachers and leaders" (Jan 2019) and through our lead officer (2018-2019). This was also confirmed by a LA visit during the spring term 2020. All children have access to a wide, broad and balanced curriculum with a clear focus on subject pedagogy. Subject leader action plans are linked to the SIDP. Subject leaders evaluate the impact of their actions on outcomes and identify subsequent priorities for school improvement.

- Safeguarding procedures are secure and regularly monitored by the DSLs. A governor with responsibility for safeguarding meets termly with the head teacher. All aspects of keeping safe are promoted in the school including road safety, e-safety and personal safety (PANTS).
- Children are being challenged to be aspirational learners and are supported to do so. Quality first teaching in all subjects is evident which is impacting on the attainment and progress that is achieved across the school. School moderation judgements are checked and verified. School data demonstrates that a result of consistently strong and improving teaching gaps are diminishing; eg Key Stage 2 maths improved from 45% (2018) to 81% (2019).

It is not yet OUTSTANDING because:

- Although the majority of subject leaders are effective in their monitoring and evaluation of their subject, this is not yet consistent across all subjects particularly in foundation subjects.
- Further work is required to ensure the school has a stronger range of evidence to demonstrate impact in the wider curriculum.
- The more-able children still need to be making greater progress which is in line with national averages.

Quality of education: GOOD

Evidence:

- The head teacher and the SLT closely monitor teaching and learning across the school to ensure that the curriculum is ambitious, coherently planned and sequenced. The challenge curriculum is 'stitched into' all aspects of learning. It meets the needs of all children.
- The vast majority of teaching is good because of the secure subject knowledge of all staff. Evidence from learning walks demonstrates that teachers check children's understanding systematically and provide clear, direct feedback. Written and verbal feedback to teachers is acted upon quickly with positive outcomes.
- Leaders provide effective CPD for those teaching outside their area of expertise as evidenced in CPD logs, performance management conversations and end of year subject report. Best practice is shared across the school through collective efficacy. During lockdown staff accessed a wide variety of CPD and research.
- The schools involvement in the "Power of Reading" project has resulted in a high priority placed on reading. Reading attainment is assessed and gaps are addressed quickly. Phonics is systematically and rigorously taught in Key Stage 1 and into Key Stage 2 if children have gaps in phonological understanding.
- Children are enabled to develop detailed knowledge across all areas of the curriculum through the use of knowledge organisers. Staff are addressing gaps in learning through starter sessions, revisiting prior learning and

Impact:

- Evidence from learning walks and book scrutiny exercises completed by SLT and subject leaders demonstrates that knowledge is cumulatively sequenced to ensure that the majority of children receive age appropriate learning. Long term plans for both foundation subjects and core subjects demonstrate appropriate challenge and stretch for children. Learning is purposeful, creative and children are immersed in active learning opportunities. Children receive stretch and challenge. **(See long term overview, pupil voice, book scrutiny and learning walks)**
- As a result, children's combined score at the end of 2019 Key Stage 2 was 2% above national, Key Stage 1 was in line and the percentage of children achieving the expected standard in the year 1 phonics check was above national. **(Data folder and distance learning sheets and performance management)** There has been a small set back due to lockdown but staff have rag rated their children and interventions and tutoring are being put in place
- Because of CPD and subject leader's support, teaching across all subjects is good. Strategies are enabling children to demonstrate good progress in lessons. Further impact can be seen in termly tracking, individual children books, curriculum floor books and pupil voice. **(CPD logs, subject leader file and floor books)**
- As a result of our rigorous approach to the teaching of reading, the percentage of children who met the expected standard in 2019 at both Key Stage 1 and Key Stage 2 was above national, significantly above at key stage 2 (2019 84% Ex, 35% GD)
Progress was +1.47 at key stage 2. Pupil perception surveys from across the school demonstrate that the vast majority of children in all year groups read with good fluency and appropriate comprehension for their age.
Children who have been through the Lexia and sound discovery programmes are demonstrating, in assessments, that they are catching up with their peers. Rag rating of children in October 2020

weekly quizzes. Further evidence can be seen in book looks and pupil conversation records. SEND children achieve best possible outcomes. Work across the curriculum is of a good standard

- Children who are falling behind or who are making inadequate progress are discussed at termly pupil progress meetings.
- Distance marking acknowledges achievement in lessons as well as the areas for improvement. Next steps are communicated to children. In addition to this, each pupil discusses their work with the class teacher in a learning conversation.

following lockdown suggests that 89% of children had no loss of learning.

(Data Folder, Perception surveys, whole school rag rating, intervention and tutoring records)

- PITA (point in time assessments) shows that the vast majority of children are making expected progress in reading, writing and maths. **(Internal tracking system) July 2021**
Progress-expected or better:
 Reading 80%
 Writing comp 78%
 Writing SPAG 87%
 Maths 85%
 Science 92%
Better than expected:
 Reading 12%
 Writing comp 7%
 Writing SPAG 25%
 Maths 11%
 Science 1%
- Children's specific needs are being addressed appropriately. Teachers and SLT are able to track the progress and attainment of all children through meetings and the tracking system
- Children understand how and where the success criteria have been met and their next steps are understood. Learning conversations illustrate that children are happy at school and know how to improve their learning. **(DIRT records and marking policy)**

| 2019 results | School | School | National | National |
|----------------------|--------|--------|----------|----------|
| Subject/Key Stage | EX | GD | EX | GD |
| GLD EYFS | 81% | NA | 79% | NA |
| Y1 Phonics | 82% | NA | 82% | NA |
| KS1 Reading | 78% | 22% | 75% | 25% |
| KS1 Writing | 63% | 9% | 69% | 15% |
| KS1 Maths | 85% | 19% | 76% | 22% |
| KS1 Science | 93% | NA | 82% | NA |
| KS1 RWM | 60% | 7% | 65% | 11% |
| KS2 RWM | 67% | 9% | 65% | 11% |
| KS2 Reading Progress | +1.47 | NA | 0.03 | NA |
| KS2 Writing Progress | -1.45 | NA | 0.03 | NA |
| KS2 Maths Progress | -1.29 | NA | 0.03 | NA |
| KS2 Reading | 84% | 35% | 73% | 27% |
| KS2 Writing | 72% | 19% | 78% | 20% |
| KS2 Maths | 81% | 26% | 79% | 27% |
| KS2 Science | 82% | NA | 83% | NA |

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|---------|-----|-----|-----|-----|
| KS2 GPS | 72% | 25% | 78% | 36% |
|---------|-----|-----|-----|-----|

It is not yet **OUTSTANDING** because:

- Across the school children with SEND are making good progress but are not yet in line with national SEND data for the end of Key Stage 2.
- Whilst the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge, subject specific skills are not yet embedded.
- Although the curriculum intent is securely embedded and consistent across the school and teachers have a firm and common understanding of the school's curriculum, work is in place to ensure that children know more and remember more

Personal Development: **GOOD**

Evidence:

- The school curriculum provides for children's broader development by giving them opportunities to develop resilience, confidence and independence.
- There is high quality pastoral support across the school from all staff as well as trained individual staff members.
- The curriculum, including the daily mile, RSHE and PATHs encourages children to lead healthy lives including having healthy relationships.
- The school offers children the opportunities to nurture, stretch and develop their own talents and interests through music lessons, inter school PE, clubs and trips.
- Children are prepared for life in Modern Britain through an age appropriate understanding of British values. This is delivered through assemblies, GR8 ASUR lessons and daily activities in class.
- The school promotes diversity and tolerance throughout the curriculum, celebrating difference in assemblies and through visits and visitors and in displays around the school. Discrimination is not tolerated and kindness is embedded throughout the school.
- Children are given opportunities to understand how to be responsible, respectful, active citizens who contribute to society through aspiration week and through visits from community groups/individuals. Children have the opportunity to take on responsibilities such as prefects, dining room helpers, ipad monitors, librarians, and friendship buddies.

Impact:

- As a result, the vast majority of children are developing strength of character and lifelong qualities such as independence and confidence as evidenced in **pupil voice and learning walks**.
- The impact of children with emotional needs being well supported is shown by their accessing of the curriculum and attendance in school.
- The vast majority of children are physically and mentally healthy as shown by our pupil voice in pupil voice conversations. (**Circle time books and DIRT forms**)
- Traditionally a large majority of children access the extra curricular opportunities offered to them. Latest data from Summer 21 shows 56 children are accessing music tuition. Our current sports based clubs are oversubscribed with 48 children taking part.
- Discussions in assembly, friendship week and GR8 AS UR lessons reflect the children's understanding of British Values.
- As a result of this, children display an understanding and appreciation of others whatever their beliefs, opinions and culture.
- Children have responded with comments about their future plans in class discussions. Feedback from children in meetings with the head teacher demonstrates the enthusiasm and appreciation they have towards being given these extra responsibilities in school. In some situations it has led to a significant improvement in behaviour and engagement.

It is not yet OUTSTANDING because:

- Although most children take up the opportunities offered by the school some do not, including the disadvantaged children.

Behaviours and Attitudes: GOOD

Evidence:

- Expectations are commonly understood, applied consistently and fairly. This is reflected in children's positive behaviour and conduct.
- Almost no behaviour disrupts lessons or the day to day life of the school. On the rare occasion this occurs, the school have clear procedures and risk assessments in place. Leaders, staff and children create a positive environment. Children/staff relationships reflect a positive and respectful culture; children are safe and feel safe
- Children's attitudes to education are positive owing to the behaviour systems which are well established and regularly reviewed by both staff and children. Children take pride in their achievements and are being supported to develop self- regulation in both behaviour and attitudes. This is in the SIDP as a target for 2020/21.
- Fixed term and internal exclusions are rarely used due to the rigorous and clear expectations within the school. Those issued have been for two children with significant behaviour needs.

Impact:

- This is demonstrated in parent questionnaire analysis, behaviour logs and comments recorded from visitors (**Parentview Nov' 19 89% of parents said children are well behaved at MPS**)
- Learning is not disrupted for any pupil and because of this, children spend extensive time engaged in learning and developing knowledge and skills. As a result of this, minor incidents have reduced. (**Learning walks and book scrutiny**)
- The vast majority of children make good progress and are proud of their achievements both at school and outside. These are celebrated through weekly assemblies, Hot Chocolate Friday, dojos, displays and certificates.
- Data from academic year 2020/2021, shows there has been a significant decrease in exclusions as evidenced in the attendance figures. (**See behaviour log and parent conversation log**)

It is not yet OUTSTANDING because:

- A small number of children continue to impact on the learning of others by making poor choices.
- A few children continue to need support from adults to help them make the right choices rather than relying on their own internal direction.
- Some children lack resilience in the face of difficulties and challenge.

Quality of education in Early Years: Good

Evidence:

- 81% GLD June 2019 (National 72%)
- In EYFS, the staff work in close and effective partnership to foster children's learning. Transition is effective between preschool and Year 1 because children settle quickly as evidenced by learning walks and parent's comments. Lockdown prevented school carrying out the vast array of transition activities normally offered but the children and parents received a video of staff and the classroom base. Parent and children were able to have a visit to the outside woodland area to meet their teacher.
- The environment provides rich, challenging and well-resourced learning experiences both inside and outside the classroom. Work is tailored effectively to children's needs, and staff engage children in activities which children regard as interesting and beneficial. The monitoring of provision is highly rigorous. The training and development of staff is given high priority and impacts on the quality of the provision.
- The teaching of vocabulary is prioritised and children demonstrate that they can use this vocabulary across all areas of learning. Children receive multiple opportunities to listen to stories and rhymes which enhance their own story writing through "helicopter story" sessions
- Children's health, safety and wellbeing are significantly enhanced by the vigilant and highly consistent implementation of robust policies, procedures and practice. As a result of this children are supported to take and manage risks. They are developing a sense of right and wrong. Learning walks demonstrate that children have a positive attitude to their learning. Routines are implemented quickly and soon become embedded. Good relationships enable children to demonstrate positive attitudes and exceptional behaviour

Impact :

- Good % GLD considering the children's lower starting points
- Consequently, teachers have an astute understanding of how young children learn, and tasks are well-matched to children's developmental needs. Therefore, children make a good start at the school. Monitoring evidence shows that the provision enables children to be confident, enthusiastic and motivated learners both individually and in small groups. By the end of the Reception year, a very large majority of children are showing they are ready for the next stage of schooling
- As a result of the rich and challenging curriculum children make outstanding progress. **(EYFS data baseline to end of year)** The school has opted to be an early adopter of the new EYFS curriculum Therefore staff will be trained and using the new profile ahead of its required starting time
- Speech and language baseline assessments show that 75% of children enter school below expected. By the end of the year 95% of children are normally at expected or above (based on end of year profiles). Learning walks demonstrate that children are beginning to use a rich and varied vocabulary when talking about learning. The classroom displays and environments also show the high profile placed on vocabulary as a key driver for improving outcomes.
- Children demonstrate positive attitudes and exceptional behaviour. High levels of self-control, cooperation and respect for others result in children feeling safe and able to access learning with confidence. Baseline assessments show Managing Feelings and Behaviour was 84% below expected. By the end of the year this had risen to 98% at expected or better.

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| <ul style="list-style-type: none">• Phonics is taught effectively. By the end of reception an overwhelming number of children can read accurately and with good fluency. Children practise sounds and "tricky" words in phonologically decodable texts which have been strategically aligned to the sounds they have been taught. This further enables parents to support and consolidate phonics learning when reading at home with their child. Children keep up with the expectations of our phonics programme as shown by the termly data drop.• Children have opportunities to develop an understanding of number. Mathematics is explored in the stories and rhymes which are shared with children.• Staff communicate effectively with children as evidenced in learning walks. Misconceptions are quickly identified and clear and precise explanations are given. Vulnerable children are clearly identified, and targeted interventions and tutoring is put in place to ensure maximum progress. The outdoor environment has been recently rejuvenated to encourage an enquiry based approach to learning. | <ul style="list-style-type: none">• Leaders and staff are committed to improving outcomes as shown by the number of children achieving expected in reading by the end of EYFS (81%). In addition, Year 1 Phonics outcomes for the past three years has been consistently above the national figure. The lowest 20% of readers receive multiple opportunities to develop their phonological awareness. (Termly tracking data)• The vast majority of children achieve the ELG for mathematics (2019 89%). This figure was 10% above national.• Evidence in Tapestry and in learning journals demonstrates the progress made following a next step. Learning conversations with children illustrate the extent of their ability to remember and retrieve recent learning. The vast majority of children make outstanding progress in EYFS given their starting points. Achievement in EYFS is good. Children feel safe and can explore and manage risks across the base and outdoor provision. |
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It is not yet OUTSTANDING because:

- Whilst all children are engaged in learning and demonstrating the ability to know more, remember more and do more this is not yet strong.

Overall Effectiveness :GOOD

It is not yet outstanding because:

- The quality of teaching and learning is not yet outstanding across all subjects
- Other key judgements are not yet outstanding.