



**Green Lane Church of England Primary School**

*‘Educating for life in all its fullness’*

John’s Gospel Chapter 10 Verse 10

**School Improvement and Evaluation**

**2023 – 2025**

# Our Core Christian Values:

**Caring** - We look after each other, our school and our town

**Respectful** - We show each other good manners

**Forgiving** – we show compassion to one another

**Honest** – We tell the truth

**Nurturing** – We build each other up to achieve our full potential

**Inspiring** – We look up to each other with love and kindness

**Inclusive** – We value everyone

**CONTEXT AND EVALUATION STATEMENT**

We are a school who take our vision, ‘educating for life in all its fullness’ very seriously, we see this vision as a mandate to not only help children to reach their full potential academically but also to help them grow spiritually as people and young leaders. It is worth noting that when we say ‘full potential’ we mean that in the most ambitious of ways; we believe that nearly every child can achieve success at a national standard in all areas of learning – not just reading, writing, maths and science, although we know that these subjects are key indicators for longer term educational success, but across all subjects so that children leave Green Lane with a passion for lifelong learning. Our aim every year is that 100% of pupils will achieve the highest levels of academic success and we are continually striving to make this a reality.

The Leadership Team has been streamlined over the past two years so that it could react more quickly when a need for change is identified. The team consists of the headteacher and deputy headteacher who have overall responsibility for teaching and learning within school and the school business manager who oversees expenditure and buildings management. The school doesn’t operate key stage leads, instead subject leads have direct responsibility for their subject areas and staff go directly to them with any curriculum-based queries.

A strong example of positive, swift intervention would be with early reading: the deputy headteacher took on the role of phonics and early reading lead and quickly identified issues with the consistency of phonics teaching across key stage 1 and a frustration that although the year 1 pupils’ phonics marks were in line with the national picture they were not consistently exceeding the national average and the pace classes were moving through the programme was identified as a potential issue. This led to two external audits during the 2021/22 academic year and a decision to change the school’s entire approach to phonics and start a new scheme, Little Wandle, in September of 2022. This was given the highest of priorities by the leadership team, all staff were asked to complete the phonics training and funds were reallocated to allow the purchasing of not just this new scheme, but also the most up to date reading books that support and facilitate this process. The school’s community quickly got behind this move and the ‘friends of green lane’ organised a read-a-thon that raised nearly £3000 towards the costs. This unexpected and gratefully received contribution was essential as the leadership team quickly spotted that this change in phonics teaching also gave us the opportunity to re-evaluate reading and the teaching of reading throughout the school. Book purchases were widened so that there could be greater fidelity and clearer sequencing in the teaching of reading from EYFS up to Yr6. The success of these changes was clear when in June 2024 88% of children met the phonics screening mark in year 1, up from 67% in 2022, and across school children were reading fluently having accessed the rapid catch-up programme.

Reading is still being given the highest priority for 2024-2025, we look now to evaluate the changes introduced, embedding those that are effective and changing those that are less so. Over the past five years the number of pupil premium children has risen from 1 in 6, to over 1 in 3 pupils, this increase in deprivation makes it even more important than ever that a clear structure to support reading is in place, one which supports all pupils and gives all pupils access to quality, clearly sequenced books, with teaching supporting progress in fluency and comprehension. The 2024 year 6 cohort has faced some very challenging times, including the pandemic which saw key stage one assessments cancelled for their year group following periods of extreme disruption to learning nationwide, sadly this year group had to experience the loss of a well-loved pupil in March 2024, a few weeks before they were to sit the end of key stage 2 assessments. Disruption to their learning was further compounded as their class teacher left at Easter. We believe these factors have all contributed to reading results and spelling and grammar results which were below the national average for the first time in over six years. 2024 saw the introduction of a new reading programme across key stage two and although teachers report positive feedback on fluency and prosody, we will evaluate the comprehension element of this with our challenge and support partner in the autumn term of the 2024/25 year. Plans are already in place to improve the teaching of spelling and grammar with the new year 6 teacher looking to trial the use of the ‘spelling frames’ programme in the autumn too. Our overall aim is that EVERY child leaves Green Lane able to read fluently, with prosody, comprehension and understanding.

The school has also undergone a major overhaul of its curriculum. This has led to subject leads taking on more responsibility for the evaluation and of subjects with a clear focus on coherent curriculum plans that garner children with key facts whilst still ensuring that a sense of wonder and curiosity is developed during their time at Green Lane. We are particularly excited about the changes we have made to geography where we have been working with an external partner to bring an investigative and evaluative element into the children’s learning. We will be assessing the impact of these changes over the next academic year.

Within EYFS there has been much change, we have named our new woodland setting: Happy Hollow. The curriculum has been very carefully designed to meet the children’s needs here at Barnard Castle; our children have the opportunity to be curious, independent and resilient learners. Our Early Years Curriculum has been designed to give the children a love of learning right from their first day at Green Lane, it supports all children to become happy, independent, resilient and emotionally intelligent learners. We provide a bespoke, woodland themed environment that is supported through an exciting and innovative curriculum that enables children to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to help them reach their full potential. We strongly believe in enriching children’s lives by providing them with a Character Education, we do this by establishing effective roots for learning that form the basis for how children are taught and assessed. Pupil voice is so important to us, we create ‘wondering wings’ that enables children to be involved in the planning of our curriculum. The children share with us what they would like to learn. We believe this creates a purposeful balance between child imitated and adult led experiences, which ensure that all areas of learning are embraced. Enriching the curriculum and environment with vocabulary is also an important element in Happy Hollow. The work carried out in EYFS has again been supported by the local authority and scrutinised by our critical friends at the diocese. The good practice identified within our provision has led to our EYFS Lead being asked to run an Early Years Hub for the local authority.

Not wanting to rest there we used the changes within EYFS to look at the wider curriculum across school. Beginning with geography and history the subject leads have looked to build on the curriculum, establishing firm links between KS1, KS2 and EYFS. The subject leads have used the ‘wondering wings’ approach started in EYFS to set in place similar areas of learning for each year group with a clearer sequence put in place. This has been a long journey, one that has involved all staff and one that has needed to be regularly evaluated and amended where necessary. This process has been used in other subject areas, particularly science.

Behaviour is something no school can take for granted and we work tirelessly as a team to ensure that our pupils maintain the highest standards of attitude, both in school and out in the community. We have a set of core Christian values that are the foundations we have built our behaviour policy on, respect for others and acting with care and inclusivity are key elements of this. We have invested in a wide ranging PSHE programme which supports both behaviour in school and the personal development / well-being of the children. We have a tiered behaviour approach which staff log using CPOMS and although cases of suspension are rare, they are used when children’s behaviour puts themselves or others at risk, or when behaviour is persistently disrupting the learning of others, this is further reinforced by sessions where staff hold restorative conversations with pupils, helping them understand the consequences of actions and giving them the tools to take a different approach next time. We have a weekly celebration event that promotes positive behaviour and excellent classroom attitudes. To further encourage growth in this area we have kindness coins which children can save up to ‘buy’ a reward. Staff have received training in how to support pupils who have been through trauma and who face anxiety.

Well-being has a high profile in the school with the Deputy Head having undergone Senior Mental Health Lead training in March 2022. The Headteacher completed a Mental Health First Aider course in October 2022. The school has received the Mental Health School Bronze Award and is seeking to put in place a clear vision for mental health with a strategic action plan that will help it improve well-being outcomes still further and gain the silver or gold award. The Deputy Head runs well-being sessions for children staff refer to her. The Headteacher has undergone a Mental Health First Aider course, allowing him to support the Deputy Head during the sessions and to support staff well-being more effectively too. Together they have run well-being sessions for staff, helping them put together personal action plans to relieve stress and anxiety.

Together the Headteacher and Deputy Headteacher have responsibility for teaching and learning, at present the major focus of monitoring is early reading, reading and the teaching of phonics, supporting staff to adopt the new phonics programme and to show a consistent approach, with fidelity across school. External partners have been invited back later in the autumn term to gauge success and impact.

A new SENCO is being trained up within school, she is being supported through an extensive CPD package and she has been working with the Headteacher to reorganise the school’s SEN filing, making better use of the One Drive so that staff can more readily access the resources and support they need. This is another area of school improvement for which has been given a high profile.

In 2021 the Headteacher was named Northern Echo Headteacher of the Year at their annual Teaching Awards. This was a reward nominated by parents and in large part due to the work the school undertook to support families and to maintain a feeling of community throughout the covid pandemic. The school worked as a team to run online sessions, continue to run collective worships and Friday celebrations as well running online lessons, online sports’ days (not to be repeated!), reading sessions, talent shows and much more. The pandemic and the lockdowns caused much distress and impacted on learning to a great extent (still very much in evident with our younger learners) but there were positives and the community support offered by the school and the way everyone pulled together is never to be forgotten.

In February 2023 the school received a two-day Ofsted inspection and was given a ‘good’ judgement, in line with school leader’s own evaluation. The report had much to commend it with the opening sentences reading: *Pupils at Green Lane are confident and articulate. They feel happy and safe in school.* The curriculum was judged to be well sequenced and clearly set out with character education underpinning it. It noted also that: *Pupils are taught, for example, how to be resilient, persistent and tolerant. The school’s core Christian values are at the heart of everything that happens in the school.* One target was given for leaders to focus on: *The implementation of the curriculum does not always match leaders’ intent. Some key knowledge that leaders have identified is not taught. There are some instances of teachers deviating from agreed practice. This means pupils’ knowledge will not build cumulatively as they move through the school, and they may acquire some misconceptions. Leaders should ensure that robust systems are in place to check that the curriculum is being implemented as they intend it to be.* This is an extensive target and becomes a key focus for school improvement in 2023 and 2024. This means that the wider curriculum is still very much a focus.

In August 2023 the school was delighted to become part of the Durham and Newcastle Diocesan Learning Trust. As an academy school we can share expertise and ideas with others in the academy in order to further improve the education which we offer to our children.

In autumn 2024 the school was offered the opportunity to train staff in Nurture Provision. This is a recognised programme of support that supports the emotional wellbeing and social development of children. In January 2025 Green Lane will open its own Nurture Hub, providing direct support to children of all ages across the school who struggle with anxiety and wellbeing. We have seen an eight fold increase in children with educational health care plans since the pandemic and we have seen the number of children presenting with SEND needs double in this time too. Green Lane is a school that wants to welcome all pupils, no matter what their barriers to learning may be. This Hub will help us achieve this. Over the course of the next two terms our nurture practitioners will support pupils with a range of social and emotional health needs and help them become more resilient and to feel a greater sense of self confidence, belonging and wellness.

Green Lane is a school that has recognised a need to improve the teaching of reading and it has put a plan in place that is already having a positive impact – it is a school that has identified well-being as critical to pupil engagement, attendance and attainment, it has put a plan in place, establishing a well-being vision and training staff to become mental health first aiders and nurture trained practitioners – it is a school that recognises the need to improve outcomes for SEN pupils, it has invested in a new SENCO, it has put in place a new referral process and it has established better partnership working – it is a school that understands the importance of a curriculum that builds on the experiences of its early years’ pupils, it is a school that has put in place a coherent, well organised, sequenced wider curriculum, underpinned by the school’s character based education.

SCHOOL IMPROVEMENT PRIORITIES:

* **1. Continue the improvements in the teaching of phonics and reading across school with particular emphasis on the teaching of comprehension**
* Embed the new phonics programme, ensuring all staff and all volunteers who read with children receive rigorous, high-quality training. Ensure that this programme is used across all year groups where fluency of reading is identified as a concern.
* Continued monitoring the teaching of phonics across school, particularly in KS1, working with the KS2 reading lead to ensure fidelity of approach and coherence of curriculum delivery and line managed by the senior leadership team.
* Seek to maintain the school’s phonics screening attainment above the national average in 2025 (88% in 2024). Evaluate teaching of grammar and spelling across KS2 and trial the use of ‘spelling frames’ following a drop in KS2 SPAG to 59% in 2024.
* Review of reading across KS2, with particular emphasis on the impact of comprehension teaching following a drop in KS2 reading to 71% in 2024.
* **2. Monitor the curriculum to ensure fidelity of teaching and impact on pupil learning with particular emphasis on recall skills in maths**
* In 2025 implement changes to geography curriculum to ensure a clear focus is placed on the teaching of substantive, disciplinary and procedural elements. With this in mind review and begin implementing similar changes to the history curriculum.
* Subject leads continue termly monitoring, ensuring that coherent and progression-based curriculums challenge pupils ensuring they gain key knowledge which they can share with others. Review the school’s approach to assessment within each subject moving towards a stronger focus on children’s key knowledge.
* In maths, ensure that strategies are in place to improve the retention of basic number skills, such as times table knowledge in year 4, 5 and 6 and calculation skills and number knowledge in key stage 1 – investigate a move to Times Table Rock Stars in 2025
* **3. To develop a whole school strategy for well-being and mental health**
* Review of the school’s vision with the school’s community and identify ways in which the school can develop over the coming years. Emphasis on enrichment activities and nurture provision, especially so for pupils with identified social and emotional needs..
* Put a clearly defined action plan in place that gives clear focus to the work the school will do to support wellbeing and that over the next few years it can be seen to permeate all aspects of school life from curriculum content through to policies and beyond.
* Build on the school's current work by establishing a Nurture Hub within school, with trained practitioner and overseen by the school’s wellbeing need. School leaders will carefully monitor the children who access the hub to measure their progress.
* **4. To improve outcomes for SEN pupils across school**
* To continue to support the training of the new SENCO, providing them with support from external partners and an ongoing programme of CPD.
* Strengthen support plans and improve strategies used across school, with the SENCO having dedicated time each week to support in classrooms.

**EYFS Action Plan 2023-2025**



**Objective:**

To review EYs in Green Lane C.E. Primary School in order to continue to improve standards

Main areas of development:

* + To support staff with high quality interactions with the children
  + To improve the quality of outdoor provision
  + To improve the teaching of writing
  + To continue to refine and embed Little Wandle phonics

| Action to be taken | How will this be achieved? | Success Criteria / Outcomes / Actions Taken | Who is involved? | Monitored and evaluated by | Evaluations |
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| To support and train staff to improve their interactions with the children to ensure interactions are always purposeful and of a high quality. | * Establishing roots assessments to be incorporated into floorbooks to ensure interactions are purposeful and staff are encouraging children to meet those assessment milestones. * Provide modelling and CPD on how to achieve quality interactions. Opportunity to observe each other in the team. * EYFS lead to monitor interactions and give feedback. | High quality interactions are embedded in the whole team.  Short written observations and evidence is more purposeful.  Progress improved on heart sheets. | NL  HG  AW  HW | NL |  |
| To improve the quality of outdoor provision | * To create a forest school area just for Forest school. * To introduce some hard surface for zoned areas. * Improve outdoor provision including resourcing. | Forest Area is introduced.  Hard surfaces to place resources on.  Children have access to high quality outdoor provision. | NL  HG  AW  HW | NL |  |
| To improve the teaching of writing | * To improve the opportunities for fine and gross motor skills, through the implementation of Dough Disco, Squiggle and high-quality enhancements in provision. * To trial the teaching resource. The Drawing Club. | To improve the quality of the teaching in writing.  Children are more confident and successful writers. | NL  HG  AW  HW | NL |  |
| To continue to refine and embed Little Wandle phonics | * To continue to use CPD opportunities to strengthen teaching of phonics. * To timetable effectively and consistently the intervention groups. * To monitor the teaching of phonics in EYFS. * To improve the teaching of tricky words. * To improve parent partnership in phonics support. | Introduce password for tricky words.  Deliver CPD for staff.  To provide workshops for parents.  To set up a grandparent group to promote reading for pleasure. | NL  HG  AW  HW | NL |  |

**Overall Effectiveness - Good**

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| The quality of teaching, learning and assessment is at least good. | Evidenced by national results in EYFS, KS1 and KS2. Phonics scores at 88% in 2024 show the focus on this has begun to bear fruit. End of KS2 combined reading, writing and maths attainment above national average in 2024, although school leaders will explore a dip in reading and spag attainment. |  |
| All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good. | Curriculum plans have been developed and clearly sequenced learning is in place. Focus now is on ensuring consistency of teaching. |  |
| Deliberate and effective action is taken to promote pupils’ spiritual, moral, social and cultural development and their physical well-being. | School judged as ‘excellent’ during the 2019 SIAMS inspection. JIGSAW programme invested in since then to bolster curriculum. Senior Mental Health Lead training undertaken. Caring Council in place. Changes in school context – 33% pupil premium coupled with 4% LAC have brought about a need to review current behavioural strategies. |  |
| Safeguarding is effective. | CPOMS adopted and safeguarding audit carried out in October 2024 and reviewed during Ofsted 2023 too. |  |

**Leadership and Management - Good**

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| **Criteria** | **In-school evidence** | **Any further Actions** |
| Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. | A strong behaviour policy is in place, staff know that they can get support from the Head and Deputy Head to support challenging behaviour. Changes in school context – 33% pupil premium coupled with 4% LAC have brought about a need to review current behavioural strategies. The restorative approach is modelled by them each day and this has led to a school with high expectations where staff and pupils respect each other. There is no ceiling placed on pupil outcomes, we have a culture where every child is expected to achieve and where all are valued (e.g. no setting in maths, quality first teaching for all pupils). |  |
| Leaders and governors are ambitious for all pupils and promote improvement effectively. The school’s actions secure improvement in disadvantaged pupils’ progress, which is rising, including in English and mathematics. | KS1, KS2 and EYFS results show that children’s learning is recovering well following the pandemic. Reading within and phonics in Yr1 have been identified as key areas for improvement for all children, hence the strategies outlined above. |  |
| Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school’s work. | Head and Deputy are constant presences around school, dropping in and out of classes, giving them an accurate picture on the quality of education at Green Lane. Subject leads are becoming more confident with their own monitoring, this is being supported by the local authority and the diocese, the leads have set curriculums in place, ensuring there are strong links to the development of education. |  |
| Leaders and governors use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. | The major move here has been around supporting the teaching of early reading and phonics. Every member of staff has engaged in full phonics training, including rapid catch up for KS2 pupils not yet fluent. Staff are offered support and where necessary action plans put in place. |  |
| Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils’ learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly. | The major move here has been around supporting the teaching of early reading and phonics. Every member of staff has engaged in full phonics training, including rapid catch up for KS2 pupils not yet fluent. Staff are offered support and where necessary action plans put in place. CPD has been delivered over the past year around pupils with trauma and anxiety and how to support the specific needs of those who are looked after. | Give teaching staff greater access to individualised CPD. |
| The academy council hold senior leaders stringently to account for all aspects of the school’s performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. | The school is lucky to have a committed and passionate group of council members who have maintained their monitoring of the school through regular meetings with the Headteacher and other staff. School performance is looked at rigorously and challenging targets are set by the governors, e.g. their monitoring helped to identify the need to improve times tables knowledge across KS1 and KS2 and led leaders to recommend rapid phonics catch up for children in those year groups (and year 5/6) who had not passed phonics when they had been in KS1. |  |
| The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils’ good progress. The curriculum also contributes well to pupils’ behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. | Beginning with geography and history the subject leads have looked to build on the curriculum, establishing firm links between KS1, KS2 and EYFS. The subject lead has used the ‘wondering wings’ approach to set in place similar areas of learning for each year group with a clearer sequence put in place. This has been a long journey, one that has involved all staff and one that has needed to be regularly evaluated and amended where necessary. This process has started to be used in other subject areas, in particular science. Ofsted inspection judged the curriculum to be coherently sequenced and that the focus should move now to consistency of teaching. |  |
| Leaders consistently promote fundamental British values and pupils’ spiritual, moral, social and cultural development. | School judged as ‘excellent’ during the 2019 SIAMS inspection. JIGSAW programme invested in since then to bolster curriculum. Senior Mental Health Lead training undertaken. Caring Council in place. Votes 4 Schools. |  |
| Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. | Behaviour is something no school can take for granted and we work tirelessly as a team to ensure that our pupils maintain the highest standards of attitude, both in school and out in the community. Changes in school context – 33% pupil premium coupled with 4% LAC have brought about a need to review current behavioural strategies. We have a set of core Christian values that are the foundations we have built our behaviour policy on, respect for others and acting with care and inclusivity are key elements of this. We have invested in a wide ranging PSHE programme which supports both behaviour in school and the personal development / well-being of the children. We have a tiered behaviour approach which staff log using CPOMS and although cases of suspension are rare, they are used when children’s behaviour puts themselves or others at risk, or when behaviour is persistently disrupting the learning of others. |  |
| Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. | All staff trained, including lunchtime supervisors and administrative team. Policies circulated to all volunteers and governors received safeguarding training also. CPOM is used by all staff to record concerns. Posters around school show children, staff and volunteers who they can approach if they have a concern. |  |
| Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. | All staff trained, including lunchtime supervisors and administrative team. Policies circulated to all volunteers and governors received prevent training also. |  |

**Teaching, Learning and Assessment - Good**

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| **Criteria** | **In-school evidence** | **Any further Actions** |
| Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. | Clear learning sequences have been put in place for all subjects, including links to character development. Each class has a set of rules which link to our core values. Staff rigorously enforce our expectations, praising those who conform and using reflection time for those who have not made positive choices (these are then recorded on CPOMS with action to be taken). |  |
| In lessons, teachers develop, consolidate and deepen pupils’ knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. | Clear learning sequences that build upon prior knowledge have been put in place. Pupils who are falling behind are identified either in lesson or via formal termly assessments, a clear SEN protocol is in place to support those who fall behind. Quality first teaching with high expectations is our mantra for learning. This year consistency is our main focus and across KS1 and KS2. |  |
| Teachers use their secure subject knowledge to plan learning that sustains pupils’ interest and challenges their thinking. They use questioning skilfully to probe pupils’ responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils’ strengths. | The clear learning sequences identify key elements of learning that children need to grasp concepts. This is particularly strong within the geog and hist curriculum and science curriculum. Much work has been done to improve standards in writing and in reading (which now has a greater focus on comprehension skill development as well improving number and calculation). | CPD need identified by CSP in 2024 to help teachers plan for a creative and enthusing curriculum was delayed due to staffing changes. The work around geog and history curriculum improvements also delayed due to unavoidable issues. |
| Teachers give pupils feedback in line with the school’s assessment policy. Pupils use this feedback well and they know what they need to do to improve. | A new assessment system has been used to track progress across all curriculum areas. This has helped school leaders identify reading as a key priority for 2022/23. The school’s feedback and marking policy clearly sets out expectations and has recently been reviewed for maximum impact on learning whilst balancing teaching staff workload demands. |  |
| Teachers set homework, in line with the school’s policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. | Do we need a homework policy? |  |
| Teachers develop pupils’ reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. | A huge area of improvement over the past four years, adopting white rose within maths and ensuring that children have ample opportunity to practise problem solving, introducing numicon this year across KS1. We now want a greater emphasis on the acquisition of basic number skills, from calculation and number bonds to times tables. A new phonics scheme has been introduced to raise standards and to ensure consistency of approach. JC writing is now being embedded across school to raise standards even further. Staff are focusing on reading and making sure that opportunities to practise are available across the curriculum. | An issue around the attainment in reading has been identified in 2024 and this needs to be explored in September 2024. Further improvements required in times table and number recall, changes planned for September 2024, including a new subject lead who will champion new initiatives, such as Times Table Rockstars. |
| Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. | Promoting character education across all subjects. Class charters. Restorative approach. Rigorous application of our values and standards. Tracking via CPOMS. Reflection zones. |  |
| Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. | As part of our character work, we encourage and promote resilience – Friday Celebrations are an example of this. Questioning and discussion are key elements of our lessons with children encouraged to explore. | Resilience has emerged as a post pandemic concern, with children less confident about taking risks in class. Encouragement to make mistakes. Reward children ‘having a go’ both in class and at Friday Celebration. Collective Worship to target the fear of mistakes. Strong links established with resilience nurse in Spring 2024 leading to workshops being run for year 5 and 6 and dedicated support for families. In January 2025 a Nurture Hub will be set up in school to support emotional wellbeing and resilience. |
| Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. | Feedback and marking policy allow all pupils time for improvement. |  |
| The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. | The school tracks progress right across the curriculum and parents receive a detailed update at key points over the year with clearly stated targets. |  |
| Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning. | A strong element within school. All staff have had training that incorporates this element of safeguarding. Children have access to PSHE sessions via JIGSAW, with the school’s restorative approach aimed at helping change stereotypes and misconceptions. |  |

**Personal Development Behaviour and Welfare - Good**

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| **Criteria** | **In-school evidence** | **Any further Actions** |
| Pupils are confident and self-assured. They take pride in their work, their school and their appearance. | We aim to give our pupils the confidence to go and achieve their dreams. This is clear from discussions with the caring council and even in the dining hall. Children are proud to be part of Team GL. | Resilience has emerged as a post pandemic concern, with children less confident about taking risks in class. Encouragement to make mistakes. Reward children ‘having a go’ both in class and at Friday Celebration. Collective Worship to target the fear of mistakes. Strong links established with resilience nurse in Spring 2024 leading to workshops being run for year 5 and 6 and dedicated support for families. |
| Pupils’ attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. | The vast majority of pupils come to school wanting to learn, and these attitudes are praised and promoted through our unique behaviour system and through our targeted approach to praise, academic through castle points and spiritually and emotionally with kindness coins. Changes in school context – 33% pupil premium coupled with 4% LAC have brought about a need to review current behavioural strategies. | Resilience has emerged as a post pandemic concern, with children less confident about taking risks in class. Encouragement to make mistakes. Reward children ‘having a go’ both in class and at Friday Celebration. Collective Worship to target the fear of mistakes. Strong links established with resilience nurse in Spring 2024 leading to workshops being run for year 5 and 6 and dedicated support for families. |
| Pupils show respect for others’ ideas and views. | Celebration is a big part of what we do, ‘inspiring’ is our number one value and the children will recognise and applaud success from others. |  |
| Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn. | Creating independence is important to us and each classroom has looked at this with equipment readily available to minimise lost time during transitions. To maximise learning a new start time of 8.45 has been introduced. | Attendance has emerged as an issue during 2024. There are a number of persistent absentees who have action plans in place. Proposed work with Clennell to target further improvements for September 2024. |
| Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement. | Attendance is tracked by key members of the admin team, there have been obvious challenges over the past few years but the school is seeing attendance rates return to pre-pandemic levels in the autumn 2023 year. We work with outside partners where pupils are persistently absent. | Attendance has emerged as an issue during 2024. There are a number of persistent absentees who have action plans in place. Proposed work with Clennell to target further improvements for September 2024. |
| Pupils conduct themselves well throughout the day, including at lunchtimes. | Values remain the same at lunchtimes as at other parts of the day, the caring council run activities to engage pupils in productive play and the school’s behaviour system supports positive behaviours. Changes in school context – 33% pupil premium coupled with 4% LAC have brought about a need to review current behavioural strategies. | This remains an area where improvement can be made. Proposed changes for September 2024 include a plan for enrichment activities that were piloted in Summer 2023 to be expanded across all children and all year groups. |
| The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. | SLT are a constant presence around school, promoting good standards and acting as role models. Staff ensure any low-level disruptions flagged up if it occurs and action taken. Classrooms are ordered environments, staff CPD as well as targeted responses from SLT ensure that plans are put in place and monitored where any concerns are raised. |  |
| Pupils’ good conduct reflects the school’s efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs. | Our CCV are the foundation upon which the school’s behaviour standards are set. They are promoted on a daily basis via Character Charts and awards, as well as the use of reflection time and restorative conversations if needed. |  |
| Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. | Any concerns are quickly investigated and changes put in place if needed. Pupil voice survey. |  |
| Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. | Clear evidence of this via CPOMS and our restorative approach. |  |
| Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils’ well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. | Clear evidence of this within PSHE curriculum. Any concerns flagged by class teachers, or any incidents that occur inside or outside school are also addressed with additional PSHE sessions, evidenced via CPOMS. |  |
| The school’s open culture promotes all aspects of pupils’ welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology. | This is the school’s culture, as well as being addressed via PSHE curriculum. |  |
| Pupils’ spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. | This is the school’s culture, as well as being addressed via PSHE curriculum. |  |

**Outcomes for Pupils - Good**

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| **Criteria** | **In-school evidence** | **Any further Actions** |
| Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points. | Assessments and in school data support this, as do national assessments. | Subject leads to carry out further monitoring, including speaking with pupils and carrying out learning walks. Reading at 71% in 2024 and spelling and grammar at 59% are areas that will be a focus in September 2024. |
| In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points. | Assessments and in school data support this, as do national assessments. | School improvements for 2024/25 is targeting reading to close the gap further. |
| Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check. | National data shows that pupils are doing well in KS1 and KS2, phonics results for Yr1 have been consistently above or in line with national averages, except in 2022 where a dip was identified and major changes brought in as a result. | New phonics programme introduced for 2022/23. Reading curriculum revised and amended to allow for more opportunities to read and for pupils to improve comprehension skills across school. |
| Pupils’ progress is above average or improving across most subject areas. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas. | Evidenced in national data where school has been in top 10% across the country for progression for writing in 2023. |  |
| From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. | Evidenced in national data where school has been in top 10% across the country for progression in writing in 2023. |  |
| Where attainment overall is low, it shows consistent improvement. | This is the target for reading and phonics following an identified drop – attributable in part to the pandemic. |  |
| Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans. | Evidenced in national data and in feedback from Teesdale School, who state that are pupils are well-prepared. |  |

**Effectiveness of Early Years - Outstanding**

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| **Criteria** | **In-school evidence** | **Any further Actions** |
| Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children’s outcomes. | GLD consistently above national average. A curriculum that has been revised and validated by local authority. An EYFS Lead who has been invited to a lead an improvement hub for the local authority due in part to the good practice identified at Green Lane. Positive outcomes from February 2023 Ofsted inspection. |  |
| Leaders ensure that children’s needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers. | Strong partnership with local authority EYFS lead to ensure the curriculum meets the needs of pupils and that changes are put in place wherever needed. |  |
| Safeguarding is effective. | Daily risk assessments carried out and personalised ones put in place where needed. EYFS lead is a deputy safeguarding lead. |  |
| Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated. | Validated by local authority. |  |
| The curriculum provides a broad range of interesting and demanding experiences that meet children’s needs and help them make progress towards the early learning goals. | Curriculum has evolved to better meet the needs of the pupils, ensuring that the rural nature of the school is exemplified. Children therefore make excellent progress, achieving high levels of GLD. |  |
| The quality of teaching is good. | Quality of teaching is excellent and the EYFS lead has been asked to lead a good practice hub for the local authority. |  |
| All adults have high expectations of children based on accurate assessment of children’s skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children’s learning and development to plan activities that are suitably challenging for all children. | A strong team exists in EYFS, with an HLTA and dedicated enhanced teaching assistant working under the guidance of the EYFS lead. They meet each week to discuss the curriculum and the needs of pupils. |  |
| Parents and carers contribute to initial assessments of children’s starting points and are kept well informed about their children’s progress. Parents are encouraged to support their children’s learning and development at home. | Parents contribute before children start and are then invited to support children at home, via phonics workshops, etc. Parental engagement is very good. Children in school from day one with Teddy Bear’s picnic, workshops in place for early maths and early reading. Weekly posts of information. Supported with eLibrary too! |  |
| Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other. | There are many opportunities in the learning environment for children to become absorbed in their learning. The curriculum has been well thought through, is progressive. Moderated by DCC and commented on by leadership advisor, who said: *The Early Years environment is particularly well-planned to ensure that the youngest children have access to high-quality resources and a high-quality learning environment.* |  |
| Children’s behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other’s differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world. | Reinforced through our CCV and through the characteristics of learning. Character Chart is used in EYFS as it is throughout school. |  |
| Children, including those who have special educational needs and/or disabilities, make consistently strong progress from their starting points. Children develop the knowledge, skills and understanding needed to make a positive start to the next stage of their education. | Experienced staffing team ensure that all pupils’ needs are met. |  |
| Where children’s starting points are below those of other children of their age, assessment shows they are catching up quickly. Any differences between the attainment of groups, including those for whom the school received additional funding, and all children nationally, are diminishing. | No trends in attainment. |  |