

Self Evaluation Report

Agreed



Rivacre Valley Primary School

URN: 130270

School Context

BRIEF SUMMARY

The last inspection at Rivacre Valley Primary School was on 14th February 2017 when the school was rated Good.

Number on roll: 300 (including nursery)

FSM: 38.1% (top 20% of all schools)

Deprivation quintile: Highest 40% (0.3)

Attendance: 95%

SEN : 22.1%

EAL: 2.3%

LAC: 1.3%

0 exclusions (fixed term / repeat / permanent)

Quality of Education

JUDGEMENT



The quality of Education at Rivacre Valley is at least good. The school responded swiftly to the challenges of COVID-19 and was able to offer a comprehensive online learning offer straight away via google classroom and Tapestry.

The school's curriculum intent and implementation are embedded securely and consistently across the school. The curriculum is ambitious in its design, enabling all children to gain the knowledge and cultural capital they need to succeed in life. Since September 2020 we have ensured mental health and wellbeing are at the heart of the curriculum, with a universal offer of MyHappyMind for all (children EYFS to Y6, staff and parents). This is then enhanced by targeted support such as ELSA sessions.

The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. We recognise that COVID-19 has had an impact academically on children and have prioritised this within our recovery / catch up offer. The core of which is ensuring high quality teaching is in every class. We know that if teachers use assessment systematically they can identify what support and interventions are most appropriate. Focus marking and direct teaching programmes such as Read, Write Inc, Fresh Start, Step up to Year 6, Nuffield Early Language Intervention (NELI), Wellcomm, will facilitate children to have the skills and knowledge required.

A full curriculum is provided for all children. Teachers have a good knowledge of the subjects that they teach and there is an effective system of support for all staff to continue developing their subject knowledge and expertise. Training is provided as part of our core CPD offer (most of which is virtual / online currently), alongside coaching from the SLT and phase leads. Through using an "in class" coaching approach we can support staff to hone their skills and support better outcomes for all children.

Subject matter is presented clearly, systematically building on prior knowledge and addressing misconceptions. Assessment is used to check understanding, inform teaching and future work.

The environment is purposeful and focused on children. Materials used help support the ambitious curriculum intent so that children develop long term memories and cumulatively sufficient knowledge and skills for future learning and employment.

Reading is a high priority across the school. The children are encouraged to read widely and often, with fluency and comprehension appropriate to their age. The introduction of Read, Write Inc last academic year and partnership with the English Hub at Childer Thornton strengthen our focus on reading and the development of a strong phonetic awareness and understanding.

Mathematical knowledge and concepts are applied appropriately for their age. We will continue to work in Partnership with the Maths hub to ensure staff have the most up to date approach and skills.

BITE SIZED QUESTIONS

O G RI NG

Q1	Q2	Q3	O	G	RI	I	NG
How well can the leadership team (including curriculum leaders) explain the rationale and design of the curriculum?	How deliberate has the curriculum design been?	How clearly can the leadership team articulate the current priorities for the curriculum?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4	How well do the leadership understand the strengths and areas of development of the key stages and subjects within the school? Are there any groups of pupils who are less well served?	
Q5	What is the school's assessment of the breadth of the curriculum provided? Are sufficient opportunities for "Cultural Capital" provided?	
Q6	How confident are leaders that the intent of the curriculum is implemented and that learning is sequenced effectively over time?	
Q7	How demanding is the "daily diet" of pupils' work?	
Q8	How effectively do teachers use assessment?	
Q9	How accurately do results reflect the quality of education provided by the school and the aims of the curriculum? Is there alignment?	
Q10	How securely is essential knowledge of literacy and numeracy developed and reinforced across the curriculum?	
Q11	How effectively does the school ensure all learners, particularly the disadvantaged, and the most able, make strong progress from their different starting points, including in English and Mathematics? How accurate is the tracking of these groups? What actions have been taken when targets have not been met?	

Behaviour and Attitudes

JUDGEMENT



At Rivacre Valley behaviour and attitudes are outstanding. Despite COVID-19 and its ramifications, the children have returned to school with positive attitudes towards their learning.

The following areas are strengths of the school:

High expectations for all pupils behaviour and conduct (0 exclusions)

Positive attitudes towards learning

Positive relationships between staff and pupils

Bullying, aggression, discrimination and derogatory language are rare – dealt with quickly and effectively when they occur

Attendance needs to continue to improve (currently 95%). The school is not complacent in this area and is confident that it is taking swift and appropriate action.

BITE SIZED QUESTIONS

O G RI I NG

	O	G	RI	I	NG
B1 How successfully has the school built a calm and orderly environment? Is there a consistent approach from all adults to behaviour?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B2 How effectively has the school promoted prompt and regular attendance?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B3 What judgement would the school give that pupils feel safe from bullying, peer-on-peer abuse and the misuse of technology?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B4 How effectively has the school used its powers to temporarily and permanently exclude pupils?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Development

JUDGEMENT



The personal development of children at Rivacre Valley is outstanding.

We provide a curriculum which is broad and balanced and extends beyond the academic. We create high quality opportunities within the curriculum to enhance children's SMSC development so that they become thoughtful and caring citizens, with high levels of mutual respect and tolerance. We use MyHappyMind to develop a positive and scientific based approach to mental health. Growth Mindsets, character education, appreciation and gratitude, active listening, understanding another perspective, whilst dreaming and setting goals, all work together to help children and staff build a proactive approach which supports everyone's wellbeing and mental health.

We provide children with lots of opportunities to develop character, resilience, confidence and independence. Our Memory maker is a key factor in this, providing opportunities both within and beyond the classroom to experience memorable activities and experiences. We also develop life skills through our Rivacre Dinosaurs. These build upon the characteristics of effective learning and are consistent across the whole school (Explorersaur / Askaraptor / Tryatops / Stickosaurus / Solveosaurus Rex / Thinkodocus / Shareonyx / Humourdocus / Orgasaur / Confidactyl).

Children at Rivacre Valley are well prepared for life in modern Britain. They are encouraged to use the skills of democracy, apply the rule of law, understand individual liberty and be tolerant and respectful of others. Children are taught that no one is the same, we are all equal (No Outsiders). We actively build opportunities to promote equality and diversity into our curriculum offer – children respect difference and celebrate what we have in common

BITE SIZED QUESTIONS

		O	G	RI	I	NG
P1	How robust is the evidence that the promotion of pupils' spiritual, moral, social and cultural development is effective?	●	○	○	○	○
P2	What judgement would the school give that learners are able to recognise and mitigate risks from all forms of bullying, radicalisation and the misuse of technology?	○	●	○	○	○
P3	How robust is the evidence that priority is given to learners' physical and emotional well-being, including healthy eating, fitness and mental health awareness?	●	○	○	○	○
P4	How successfully does the school create opportunities for pupils to develop character?	●	○	○	○	○
P5	How successful is the provision of impartial careers advice or direction in enabling pupils to be ready for their next phase of life?	○	●	○	○	○
P6	How rich is the range of personal development experiences that the school provides for pupils? What is the quality of these experiences?	●	○	○	○	○

Leadership and Management

JUDGEMENT



The leadership and management of Rivacre Valley is at least good and has many aspects of outstanding. During the COVID-19 pandemic this was strengthened by the EYFS and KS1 Leads working alongside the SLT. They contributed fully to the risk assessment and strategic planning process and also led a team in school. Their input and phase specific knowledge base ensured all actions and decisions were fully informed and created the safest possible environment for all.

We continue to maintain a fully inclusive culture. All pupils are supported to successfully complete the relevant curriculum content. Aspirations are high and individual targets are challenging so that all pupils achieve well and any barriers to learning are addressed at the earliest opportunity. Our recovery / catch up offer underpins this.

We recognise that our most valuable resource are our staff and we actively encourage them to develop their subject knowledge and practice over time. We have a staff structure that ensures all staff have access to a senior member of the teaching team for advice, guidance and support - both the DHT and AHT are non class based in order for this aspect to have the priority it requires. Support and guidance comes in various forms such as, support with weekly planning and KS meetings, team teaching, modelled lessons, joint moderation, targeted support and specific training / CPD. We believe that Mentoring / coaching is a critical aspect of our recovery / catch up offer through upskilling staff.

The SLT and GB have a realistic awareness of workload and actively work to minimise the main pressures on them. This has resulted in staff feeling supported in terms of their well being.

We have a strong culture of safeguarding for pupils and staff. There are policies and procedures in place which all stakeholders are aware of and have access to.

At Rivacre Valley our GB understand their role and carry this out effectively. They ensure the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education at the school.

In order to be outstanding, we need to be able to demonstrate how CPD has improved the pedagogical understanding and pedagogical content knowledge of staff. This will be evidenced through improved outcomes for children over time. We also recognise the need to engage and consult a wider range of stakeholders in school life.

BITE SIZED QUESTIONS

O G R I N G

Question ID	Question	O	G	RI	I	NG
L1	What is the effectiveness of safeguarding in protecting children, including the way in which the school identifies children at risk and secures the support that they need? How would you evidence this?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L2	How effective are the school's self-evaluation systems? Do all leaders, including governors/trustees fully understand the school's strengths and weaknesses? Does this information drive improvement?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L3	How clear and ambitious is the school's vision? Is this shared and "lived" across the school?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L4	How effective is the school's engagement with stakeholders and action upon their views? How can the positive impact of this be evidenced?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

L5	How effectively do governors/trustees hold senior leadership to account for their stewardship of the school, including the management of resources? What evidence supports this?	
L6	Where responsibility for governance is shared across a range of parties (trustees, local governing body, MAT, etc.) - how clear are the lines of accountability? How are these functions monitored?	
L7	How informed are leaders of the issues facing staff at all levels of the school, and how responsive are they to these issues?	
L8	How confident are leaders that the courses and opportunities available place children's best interests at heart? Are leaders able to evidence that there is no "off-rolling" ?	
L9	How effective is the identification and provision of teachers' professional development?	
L10	How familiar are leaders/governors/trustees with the statutory duties of the school (e.g. the Equalities Act, 2010 and "Prevent")? How could they evidence compliance in policy and practice?	

Overall

JUDGEMENT



- The quality of education is at least good
- All other key judgements are at least good with behaviour and attitudes and personal development judged to be outstanding
- Safeguarding is effective

Early Years

JUDGEMENT



The quality of education within the Early Years at Rivacre Valley is at least good.

Our curriculum is ambitious and designed to give all children the knowledge and cultural capital they need to succeed in life. All of our staff understand what we do and why we do it.

The curriculum is coherently planned and sequenced. It is built in a developmentally appropriate way on areas of children's interest, ensuring that learning experiences are meaningful and information is presented clearly. As a result children make exceptionally good progress from their starting points.

Staff are confident to use assessment to check what children know and can do to inform planning and teaching. They remark on the remarkable!

The environment is tailor made. It supports the intent of the curriculum, with resources that meet the needs of the children whilst fostering a love of learning, exploring and having fun.

The EYFS team recognise the importance of working collaboratively and actively encourage strong links with families and outside agencies, however, a significant proportion of this is virtual currently due to COVID-19.

Transition is planned for both on entry to and from our EYs provision. The vast majority of children are ready for the next stage of education as they have the knowledge and skills that they need. For those children not quite ready for the next phase / stage staff work closely to ensure the correct curriculum offer is provided.

Our children enjoy stories, they listen attentively and respond appropriately. They are confident when articulating what they know, understand and can do (in an age appropriate way), holding thoughtful conversations with adults and friends. They are secure in their understanding of early mathematical concepts.

BITE SIZED QUESTIONS

		O	G	RI	I	NG
E1	How well are children in the EYFS safeguarded and how does this contribute to their developing understanding and ability to manage risks and keep themselves safe?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2	How effective is leadership?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E3	How well have leaders and teachers developed a curriculum that is used to plan appropriate, stimulating learning opportunities, enabling children to make good progress and achieve well?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E4	Does planning ensure that each child is offered an enjoyable and challenging experience across all areas of learning and development, in a broad and balanced way?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E5	How well do teachers develop, consolidate and deepen the knowledge, skills and understanding of the children?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E6	How is assessment used to plan appropriate teaching and learning strategies, enabling children to make good progress and achieve well?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E7	How well are Fundamental British Values implemented? How well do children behave, cooperate and share with each other, respect each other's differences and build their understanding of different families and communities beyond their personal experiences?	
E8	Does teaching enable children to develop the characteristics of effective learning so that they develop good attitudes and behaviours appropriate to good learners?	
E9	What is children's level of progress in the Early Years Foundation Stage?	
E10	How does the FS Profile compare with other similar schools and local/national expectations?	
E11	What do teachers do to promote emerging and confident readers and to develop a love of reading in children?	
E12	What do teachers do to build a strong base of mathematical competence in children?	
E13	How well does the school support children with SEND and those who speak English as an additional language?	
E14	How well is additional funding (e.g. Early Years Pupil Premium) used to support learning and what impact has there been?	
E15	What is the impact of training and development on outcomes for children, particularly those who are in receipt of additional funding, such as Early Years Pupil Premium?	
E16	How well are children encouraged to make smooth transitions into school and to the next steps in their learning, so that they build strong relationships and become confident, resilient individuals?	
E17	How well do staff work with parents and engage them in children's learning?	