

Self Evaluation Report

Agreed



Badbury Park Primary School

URN: 147065

School Context

BRIEF SUMMARY

Badbury Park Primary School opened in September 2019 in a mobile building with 11 children, a teacher and business officer. Children were achievement significantly below expectations on arrival with high speech and language and SEMH needs. We quickly identified the need for a SENDco and Teaching assistant. The children took a long time to settle and external professionals worked closely with staff. The DFE inspected the school. (see report). Behaviour settled with an exciting curriculum offer, excellent quality first teaching, strong relationships with parents and lots of Forest School. This improved wellbeing which meant learning started to 'stick' just as we headed into the first lockdown.

During lock down 1, all BP staff were working from home due to being clinically vulnerable. William Morris Primary school supported the children for two days and Ferndale Primary School supported our most vulnerable children during the lockdown with face to face learning, this was a benefit of being in a Trust. The rest of the class were offered home learning and regular telephone calls. The parental support from home was varied. Some children returned to school in the July but some didn't return until September 2020 with very few meeting a good level of development. Our BAME families were reluctant to send children back into school and so were our hospital worker families as many parents were 'front line'. Recruitment for September took place online and some face to face. Some children who joined this class in January 2019 had no English and then were unable to attend school due to the lockdown.

September 2020 was due to be the opening of our permanent school building. The pandemic however had delayed this. Adjustments were made to the mobile building to create a Nursery room alongside the Reception class and a new mobile arrived to accommodate the Year one and some Reception children. Staff quickly set up the school ready for the children to arrive and children were kept in class bubbles. In October 2020 during the half term the permanent building was completed. Staff moved the school from mobiles to the permanent building during some closure days and quickly set up a stimulating environment. All children transferred into their new school and classrooms at the start of November 2020 still in class bubbles with staggered lunch and play times. The new, large building was a very different experience compared to the first two terms. Children had to learn to move to other spaces for PE, lunch and play. They adapted well. Learning resumed quickly. When classes needed to isolate learning went 'online' and activities were sent via Interactive Learning Diary (ILD) and the school Youtube channel. All children had home learning resource packs and on line reading books.

In September 2021, the oldest children moved up to Year 2 and, due to the children beginning school, we chose to teach three mixed EYFS/Y1 classes as well as a nursery class. In September 2022, we had one class of Year 3 children, one class of Y2, a Y1/2 mix, Y1, 2 EYFS classes and a nursery class. This year, September 2023, we have opened a Year 4 class and continue to have Y3, Y2/3, Y2, two Y1 classes, two EYFS classes and a nursery class.

Badbury Park is a new estate and there are still limited facilities. Our parents have not had local playgroups or baby groups. Many of our families do not speak English and do not have extended families nearby. This has led to some vulnerabilities. The social housing on Badbury Park has been filled with families from a large estate on the other side of Swindon. This has again left families without nearby support. There is no bus route through the estate either. A shop and a community centre have recently opened (in 2023). We have worked closely with the new Library on the estate, aligning book choices with our 4 B's (Be Adventurous, Be Ambitious, Be Curious and Be Kind), topic choices and a range of dual language books.

We notice that our children have needed a lot of support to regulate emotions and play with others. The oldest children begun school life with Covid restrictions and there are no older role models for the children to learn from. Since last September 2022, we notice that a substantial amount of our newest children join the school with poor speech and language. This is still the case this year alongside a substantial amount of children coming into nursery unable to use the toilet.

This school has 45% summer born children (2023). The school has grown from 11 to 266 children. We have a lot of children who join us mid term from other schools. The mobility within the school is a challenge that our staff have risen to. At the start of this school year we currently have 15% of children on the SEN register, though with early identification, we suspect this number to rise above the national figures over the term. There are 35 languages spoken across the school and 40% of our pupils are EAL learners.

Despite the challenge of opening a new school during the pandemic the growing staff team have written a curriculum from Nursery to Year 6 that weaves the 4 B's (see curriculum vision) throughout and gives children regular opportunities to learn outside.

Data

Our internal and external data shows that children come in below age related expectations in many areas but leave each year group inline with national and LA averages (except Y4). Our oldest year group, Year 4, continue to have a significant number of children not meeting the age related expectations despite interventions such as ELSA, friendship groups, lego therapy, drawing and talking therapy, phonics, reading and writing catch up. Data and knowledge of the children, tells us that this is mainly due to a high percentage of SEN, high mobility and the children's lack of readiness to learn despite the interventions. An action plan is in place for these children.

See attachments for data

2023 data

GLD 72%

Phonics Year 1 85% Year 2 93%

Year 2 Reading 76% GD 33%

Writing 71% GD 22%

Maths 87% GD 22%

Quality of Education

JUDGEMENT



Our Curriculum

At Badbury Park, we have a sequential curriculum in place which continues to be developed as the school grows in KS2. Our vision and ethos is centered around outdoor learning and the 4Bs (see Vision). The aim of the curriculum is to allow all children including disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is achieved through wellbeing support, forest school and real experiences. The school's curriculum is coherently planned and sequenced towards cumulative knowledge and skills for future learning. Through pupil voice we know our children can talk well and enthusiastically about their learning including from previous years. We ensure children learn the National Curriculum alongside a term of Forest School and Education for Social Responsibility. Badbury Park Primary staff can articulate the curriculum vision well and receive frequent training as and when things develop which was observed in a recent external visit by The Blue Kite Academy Trust (July 2022) and the board of Trustees (June 2023). We will continue to review our curriculum offer in response to our children and assessments. Where possible, Mathematics and English skills are revisited and applied in other subjects, though teachers are mindful to not make English and Maths the main focus. This year we welcome 5 new teachers which will help build our middle leader capacity and coordinator roles.

The curriculum skills are written from Year 1 to Year 6 and the vision is embedded. The EYFS curriculum feeds into the primary curriculum with consistent approaches to Phonics, English and Maths teaching. We see this through books, displays and learning walks. As new year groups open the curriculum offer is reviewed. The Head Teacher has provided an over arching vision for all subjects, progressions of skills and ideas for topics and sequences of lessons. The coordinators have written the Intent and Implementation for their subjects (see coordinators files). This year, they have focused on the impact and assessment. quizzes have been used to assess knowledge learned away from the point of teaching. Coordinators will spend their time this year developing this and looking at assessing key objectives across all subjects and collecting pupil voice to ensure the children can show what has been learned. Extra resources and schemes will be bought where needed to support planning and workload.

Children enjoy learning and this is evident in pupil voice.

In the EYFS, children take part in carpet sessions to inspire their play as well as daily phonics and Maths. As a result, they show a deep level of learning through sustained engagement and ongoing assessments (seen in learning walks and observations). In KS1 and KS2, the children take part in a well structured and balanced day comprising of Phonics, English, Maths, Story Time, daily circle time and Foundation subjects, learning takes place outside at least three times per week. EYFS provision and KS1 curriculum is set up and includes direct teaching, continuous provision, outdoor learning, Talk for Writing and Forest School provision (seen through learning walks, observations and book looks) This year we will embed our KS2 offer.

Our curriculum is currently being developed in Year 3 and 4 with breadth and 'Be ambitious' as a key focus. This will be led by the Assistant Headteacher for teaching and Learning and newly appointed KS2 lead. Due to Covid lockdowns and high mobility we know there are still gaps for our current Year 4 children's learning and will continue to plan lessons taking this into account. Revisiting the objectives and learning from Year 1, 2 and 3 to make sure they are secure and then moving onto the Year 4 objectives while ensuring the great depth children are challenged to also reach a greater depth of learning (see KS2 action plan). Skills have been developed and knowledge organisers are being developed. Children are making good progress as seen in assessment data. Data and book look show progress but also gaps that still need addressing in Year 4. Through pupil progress these are highlighted and KS2 action plans have been written and implemented to ensure all children make progress regardless of starting points. Mobility has stabilised in this class (Term 5 2023) as it is now full. The Trust's Educational Psychologist has worked alongside the SENDCO to plan support for this year group who need a lot of SEMH and team building skills.

The last week of every term (3 x per year) is when the children explore their Education for Social Responsibility (ESR) lessons and this allows an opportunity for all to be immersed in subject content at the heart of the Badbury vision at the same time.

The leadership team is new and have an understanding of any areas of the curriculum which need development in order to mitigate any gaps in provision or further build on current successes. Leaders have a developing understanding of the particular strengths and areas of development of their subjects. This has been built over time through a range of monitoring activities eg. book looks, observations, learning walks, pupil voice and planning scrutiny. Leaders are following a monitoring cycle ensuring they go back into classes to follow up targets. This year the focus has been on Science, computing and foundation subjects, ensuring we exploit opportunities to take the learning outside. Seven subject coordinators are new. Some schemes of work have been bought in for some subjects eg PE, PSHE, science and computing which are being adapted inline with our vision. We have also employed a sport coach to increase confidence and standards of PE lessons

Monitoring

Monitoring shows that work given to pupils is mainly coherently planned and sequenced to achieve sufficient knowledge over time. Where this is not the case it is quickly challenged and support given by leaders. This is supported by our progression of skills and subject plans. Teachers have good knowledge of the subject(s) they teach and are supported outside their main areas of expertise through staff meetings and CPD including membership to the National College. In EYFS and KS1 presentation of subject matter is sequential, purposeful and clear and this is seen through book looks and planning. Understanding is systematically checked and informs future activity. This is now being developed into KS2.

Quizzes have been used for the first time this year to aid assessment and ensure knowledge is committed to the long term memory. Elicitation activities take place to see what knowledge is retained from prior learning.

Leaders carry out learning walks, observations and book and planning looks throughout the year. The focus of these is linked to the SDP priorities. Teachers receive targets and support to address any areas that are not yet good. These are then revisited. The appraisal process is also used to set targets. Targets across subject areas and monitoring have been collated to ensure we routinely follow up actions and offer support.

Subject leaders have allocated time to monitor subjects when possible, protected time is planned in across the year. As many leaders are new to role the coordinators have been supported by whole school staff meetings.

Book looks and conversations with pupils and data show progress. Where it does not, support is given by coordinators, leaders and school-to-school support. Year 4 have a specific action plan. Books show clear progress in stamina for writing and presentation. Excellent feedback will ensure we see progress in writing skills and content consistently.

Children enjoy school and learning, this was evident in the pupil voice collected by coordinators, leaders, Trustees, Governor visits and during a recent Quality Assurance Review carried out by the Trust team. Where children present as withdrawn or progress is slower, we quickly intervene and collect the pupil voice through three houses and involve the Inclusion Worker or work with the SENDCO.

Work is mostly of a good quality, children have opportunities to deepen knowledge and understanding as seen through Maths Mastery lessons and challenges in science. The work given to pupils is consistently planned to build upon prior learning and extends pupils' knowledge and understanding. Subject plans show what has been learned in previous year groups. Teachers have high expectations of children and support pupils well, this is shown in progress in Year 1,2,3 children who have been with us longer. The school has joined NACE. Materials with ideas to challenge the more able have been shared and will be a focus in 2023/4. Where this is not yet good there have been dedicated staff meetings and TD Day sessions on 'support and challenge'. This is monitored termly and supported where required. The SENDCO also supports with ideas across the curriculum and we have worked to develop adjustments within our curriculum to ensure all children have access to the learning on offer in each lesson. There is a clear understanding of what is expected but the support and scaffolding is not always evident in the outcome in the books. We know scaffolding happens from our lesson observations and teachers work hard to support a range of needs. Books should be looked at alongside planning and ISPs to see the full learning journey and curriculum offer.

Teaching is interactive and delivered at an appropriate pace, utilising outdoor space and modern technology. The teaching and learning policy is written and shared and training was given on each element at the start of the year. It is regularly monitored throughout the year via book looks and lesson observations. Our induction of new staff as a growing school is crucial to ensure knowledge of policies and practices. We spend a lot of time discussing our children and how they learn best.

Assessment

Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching through AFL. We know this from observations and moderation of data throughout the year. Where there may be an uncertainty the Trust moderation meetings offer support. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils and this is often reviewed. Our staff

know our children well and discuss them at depth during pupil progress meetings and planning meetings. The whole child is considered at all times. Through formal lesson observations we noticed that the objective and success criteria were not always shared at the start of the session or referred back to. This therefore was a focus. Term 3 observations showed this had improved greatly and objectives were clear, shared and understood in most classes. We now need to ensure children know when they have met an objective by clear feedback and timely marking in KS2.

There is regular assessment for all children ensuring they are all making progress within the curriculum, underpinned by a focus on wellbeing and reading. Progress meetings inform the target groups for each term and interventions are revised accordingly. Summative assessment and evidence in books ensure we know of any gaps and these are communicated through a transition day. Where children have additional needs the inclusion team carry out additional transition including with other settings and dual placements.

Internal assessment tracking identifies pupil whose progress is not as expected, these children are then given extra support via interventions (eg Talk Boost, Colourful Semantics, Phonics and ELSA)

Ongoing assessment is used to determine what has been learnt, rather than taught for example through the use of the end of unit Maths assessments which have been adapted from The White Rose (Maths scheme).

Assessment for Learning is used within lessons and where this practice is not embedded it is being monitored and support given.

Marking shows the levels of support and now needs to always move learning forward. A focus of feedback and marking is seen in the SDP and staff meetings. The policy has been updated with the staff voice to ensure it is helpful and not workload heavy. TA's have recently undergone a T D Day, with a focus on marking and feedback and the end of session quiz, as a result they showed good understanding.

We regularly report back to parents with the Progress Update Cards (PUCs) and we are keen to ensure that all children are making progress. If a child in on the SEND register then the class teacher alongside the SENDCO will look at the child's starting point at the beginning of the year and discuss the progress this child is making and how we are addressing any barriers to learning. Where SEND children are not making good progress towards ISP targets then external professionals are referred to and their advice is taken into consideration when plans are made for bespoke provision.

English

English is led by an experienced English subject leader who is relentless at championing the subject. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading is prioritised and attainment is assessed. Gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. This is monitored by the English lead regularly.

Phonics is well planned and taught and is consistent across Reception and Year 1 and Year 2 this is evident through internal and external monitoring. Children score well on the phonics screener (81% 2021, 80% 2022, 85% 2023) and most children pass by the end of Year 2. The school use Storytime Phonics and have added additional content from TWINKL phonics (validated scheme) where the original scheme did not meet need. This means the scheme is creative and promotes a love of reading as well as supporting well structured lessons throughout all phases. Reading books are well matched to the children's phonic phase. The children are in streamed groups for phonics as assessments showed a variety of levels. We believe children should secure a phase before entering a new phase. Children have age appropriate teaching alongside interventions for targeted support. This is managed by the English lead. This is lead by the information obtained from hearing children read and looking at phonic assessments and internal and external monitoring. It is a priority to ensure our Year 3 and 4 children continue to have quality phonics and spelling sessions as they move into KS2. Children have positive attitudes to reading. We know this from the pupil voice and hearing children read and the uptake of reading challenges run by our new community library. Last year we launched an English Policy to ensure all children have the same offer in their writing and reading lessons. We are well supported by an Author and friend to the school Neil Griffiths and the English Coordinator is currently studying towards the NPQLL. Reading workshops are offered regularly and reading volunteers have been trained by the school. The children are keen to 'grow their book wings'.

Children use appropriate strategies for their reading level and age. They discuss books articulately. We know this through pupil voice, from hearing readers and from hearing adults read with children. Year 4 children need to develop how they answer comprehension questions linked to their reading. Children engage well in book talk sessions and this is observed and discussed through pupil voice. We will continue to monitor this to ensure it is happening across all classes consistently.

Progress in writing is seen in books. This is strongest where work is supported and scaffolded appropriately. Although children are confident with their phonics, the comprehension, retrieval, inference and fluency needs careful tracking and more work in KS2. We have appointed reading volunteers from the community and are holding two book days to continue to enthuse children to read. Pupil voice shows a positive attitude towards reading even when children find it a challenge. New reading comprehension systems and characters have been rolled out to all classes alongside staff CPD. The English lead will monitor these. Children who may work at a greater depth are identified early and planned for appropriately. Training on 'challenge' happened in September 2022. Where this is not seen, leaders will challenge and support the planning and teaching. Children are tracked from the baseline and Early Years data.

Mathematics

Children are able to apply mathematical knowledge, concepts and procedures appropriately for their age. ARE Maths objectives are seen being delivered. There is a structured approach to learning. Problem solving for all is being developed and some staff have started a Maths Mastery programme. STEM sentences and specific vocabulary have been introduced into Maths lessons and this will continue to be embedded and monitored. A recent external review highlighted that STEM sentences still needed embedding and more use of manipulatives is required to ensure children really understand the mathematical concepts. The maths team are monitoring this and CPD is planned in. Some misconceptions have been seen in KS2 and we are working hard with assessment to ensure we know what the children do and do not know. Times Tables Rocks Stars was launched for KS2 at the start of September 2022. Our year 1 children in 2023 needed extra time on understanding number and we have adapted the scheme to match the manipulatives we use in school to develop our concrete, pictorial and abstract approach. In lessons, children learn with practical resources, moving to drawing and jottings before securing formal written methods. The Maths coordinator will monitor this with the class teacher. Maths books are well presented, and the children enjoy sharing them. We have written a presentation policy to ensure children are ambitious with their work.

Pupil Groups

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. School is fully aware of groups and monitors their provision for them.

Children with SEND make good progress against ISP targets although attainment is low. This year we will focus on EAL children, ensuring we know which children fall into these groups. All staff sought information regarding first languages and home spoken languages with parents at our first parents evening (Oct 2022).

Children on our SEND register make good progress from starting points but this is not always captured in a useful way. Target tracker will be used more this year to capture progress and to reflect where a child is working. Use of Boxhall profile and SDQs will provide evidence of softer skills. The SENDCO monitors the offer in each classroom and supports teachers. Children are quickly seen by outside professionals if needed and advice is quickly acted upon. Numbers of SEN are above average but the environment and provision meets their needs well in most cases. The school inclusion team is relentless with their support to ensure children access their lessons. Some children has bespoke funding and therefore a bespoke curriculum using Cherry Class as an intervention sensory space and therapeutic Forest School

We follow our Graduated Response once any additional needs are identified, ISPs are then written and shared with parents. The SENDCO will monitor provision, interventions, ISP, progress and attainment. Where progress is not good, meetings are held to discuss any the barriers to learning. Classrooms are very consistent, and this works well for the pupils with SEND. There are consistent visual timetables and approaches are carefully mapped out in ISPs. We have developed our 'core offer' and shared this with staff so we know what universal provision looks like at Badbury Park.

We see the effect of lockdowns across our school and community - in our eldest students (year 4) but also lower down into Nursery who in many cases have not ever been apart from parents and have little language or personal care. In these cases, additional adults and interventions alongside work our inclusion team and will support their resilience, independence and attainment. We are also aware that our year 4 children do not have older role models and are predominantly summer born. This has led to additional support and adaptations within class and also additional groups working with our inclusion team sometimes outside of class promoting positive relationships.

Behaviour and Attitudes

JUDGEMENT



Safeguarding

The school takes seriously its responsibility to protect, safeguard and promote the welfare of the children and young people in our care. Our 4Bs values are woven through everything we do to create a safe and nurturing environment. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. Our behaviour policy is well understood and staff are always 'curious' as accordance with behavioural policy. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. Pupils are safe and feel safe. This is evident from the pupil voice and child survey. They have opportunities to learn how to keep themselves safe and how to prevent misuse of technology through weekly online safety lessons from 2023. Leaders provide good information and respond appropriately to concerns involved DSL and SLT.

Pupils report that they feel safe at school. We know this from pupil voice and safeguarding questionnaires. Children also have a daily opportunity to discuss feeling safe after playtime each day during circle time.

Our bi weekly newsletter updates parents on school events and some safety online and parents session are planned into the year for parents. We will continue to expand this offer.

Our PSHE and computing lessons explicitly teach keeping safe. Children are taught to report to a safe adult. The MAT are working on some online safety newsletters and further training which our computing lead attends. The MAT have also set up a working party for child on child abuse, where professionals meet to share good practice and look at the safeguarding curriculum. We carry out surveys each year to collect the pupil voice on impact of these online safety sessions.

The Headteacher checks the single central record termly as new staff join us frequently as a growing school. A safeguarding toolkit helps us to keep up to date and ensure all statutory requirements are in place.

We had a successful safeguarding audit in term 2 2023. We changed our Cpoms categories in response to this The safeguarding link Governor checks audits and asks questions regarding safety at school. The health and safety Governor completed a H&S audit with the Headteacher. The Headteacher is IOSSH trained.

Safeguarding reports go to the MAT and audits via a consultant are planned into the year. The school has filled in a toolkit to ensure they are compliant, and this forms targets for safeguarding alongside the audit. The DSL and DDSLs are up to date with all training.

The Headteacher receives bi weekly supervision for safeguarding and discusses children at TAC, CIN and those who are being monitored. Actions are set and followed up. This is recorded.

The school buys into Lighthouse which is the MAT Family Support and Inclusion team. The Parent support worker currently works with 3 families where there were safeguarding and behaviour concerns. Drawing and Talking therapy is also part of their offer.

Children are taught values through assemblies and PSHE lessons. The 'Be Kind' part of our vision also links to values of respect, tolerance and kindness. We want children to be able to articulate and carry out our values so it is a focus this year.

Staff have regular safeguarding training and they also have weekly updates via our weekly events. Additional training has been done on child on child abuse and prevent throughout the year. DSL's take part in regular update training each term including safer recruitment. All staff have a yearly reading list linked to key documents and take part in face to face level 1 training with regular updates.

DSL is up to date with safeguarding information and staff will receive specific training on Child on child abuse.

Behaviour Expectations

The school has high expectations for pupils' behaviour and conduct. These expectations are understood and applied consistently and fairly. Regular reminders and updates are given through assemblies and circle times. The inclusion worker carries out interventions where needed to support children who are finding it difficult to manage their behaviour. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. Pupils' attitudes to their education are positive. They are committed to their learning and are developing good learning behaviours. Across the school we are working on greater resilience to deal with any set backs and when things do not always work out as expected. Relationships among pupils and staff reflect a positive and respectful culture. Pupils are safe and they feel safe.

The school has a very calm feel and children are highly engaged in continuous provision in our Early Years and leading to a play based approach in lower Key Stage 1. The use of the outdoors means smaller groups of children. The staff have high expectations of all pupils. The inclusion lead is supporting TA's with behaviour at playtimes. Behaviour for citizenship is mostly good. Pupils attitudes to their education are positive but some learning behaviours need explicit teaching. Pupils behavior for learning is generally positive. They respond well to praise and the use of the 'recognition stars'. In pupil voice they speak confidently and with pride about their learning.

It is evident through pupil voice that relationships with staff are effective and make for a positive learning environment. Positive praise and where required a 'trauma informed approach' sits at the heart of our behaviour policy. Learning walks show positive behaviour management is a notable strength. Where behaviour is more challenging children are supported by SEND TAs and the Inclusion worker. This may involve bespoke work, drawing and talking therapy, ELSA, enhanced transition or part time timetable. There are some incidents of behaviour which link to the young age of the children. Our behaviour policy of 'be curious not furious' has helped staff unpick where the behaviour has come from and what the triggers are. We work extremely hard to support children who are dysregulated. A lunchtime interventions run by the inclusion worker and playground citizen work has helped to support children who find unstructured playtimes a challenge.

At unstructured times eg playtime sometimes behaviour concerns arise. Behaviour incidents are logged on Cpoms. Children are referred to ELSA if they have repeat incidents and we work with parents, child and class. Some children have a behaviour plan which is shared with all adults to ensure a consistent approach. Where behaviour is affecting learning, the inclusion worker is involved, behaviour plans, de-escalation plans and risk assessments are written. Early Help may need to be opened and referrals to drawing and talking therapy groups offered. All children are taught a sign and phrase 'Stop, I don't like it' this helps them to let others know their feelings. There are daily circle times in places for children to discuss playtimes and safety at 1pm each day. Other methods eg worry monsters and encouraging 'telling' are in place but not always used.

EYFS children on entry this year have required support and teaching about the rules and routines of school. Some children have needed specific teaching around how to look after resources and how to negotiate situations with peers.

Behaviour incidents are well managed in partnership with parents and carers. Behaviour is managed in a nurturing and supportive way. This was seen in a recent QAR by the Blue Kite MAT and also through learning walks and observations. Some Nursery children had short sessions during transition to ensure a positive experience. Where behaviour is extreme and children may be at risk of suspensions we work closely with parents, early help and have implemented part time timetables and close work with the Inclusion leads and SEND TA's. A room has been created for sensory circuits and this also provides a place of calm to help children re-regulate emotions. Staff are supported by the Lighthouse team and Inclusion leads, Headteacher and SENDco to ensure everyone is supported.

We now have a trim trail, loose parts and a bike area to help structure playtimes more. Adults are encouraged to play with children and model games rather than supervise at playtimes. TA's are on the playground as well as MDSA to model play and support those who find unstructured times trickier.

We work with external agencies when appropriate. As part of our Graduated Response the SENDco will refer firstly to Blue Kite Lighthouse Inclusion Team to draw up a behavioural and de-escalation plan. This may then lead to an Early Help Assessment Plan and access to outside agencies such as Educational Psychologist, SALT and the Autism Support Team.

Where there are incidents of racism, bullying or child on child abuse victims and perpetrators are supported and teaching opportunities used to improve knowledge. The Headteacher attends a MAT working party on this and anti bullying weeks was observed and support websites shared.

We have not yet suspended any pupils. we would work closely with other professional and parents before any decision would made. There have been 4 internal suspensions early on in term 1 for EYFS children with additional needs. Bespoke provision is now in place for those children are there have been no internal suspensions this term

The behaviour policy is written and evidence of it being followed was seen in observations. 'Being curious' leads to staff understanding triggers and or what happens before. Where it is not used then targets are set and monitored through return visits. Recording of behaviour incidents on cpoms allows us to look for patterns or trends which in turn help us support children further.

Some children have behaviour plans, de-escalation plans and risk assessment. Where behavior is very extreme we have worked with dual placements within the Social, Emotional and Mental Health needs to support children continuing to access education.

Some teachers and TA's have had Team Teach training to support de escalation strategies and is written into de escalation plans.

Punctuality and Attendance

Attendance is carefully monitored and is currently in line with the national average. There has been a lot of illness with the younger children being exposed to germs for the first time. Robust systems are in place where attendance falls below 95% and monitored closely. Parents receive letters and where persistent absence occurs we open an Early Help Assessment plan to support the family alongside support work with our Inclusion officer.

Children arrive to school on time generally and love coming to school. Where children are late parents are spoken to away from the children. A policy has been shared with parents and attendance is shared termly with parents. Persistent absence is linked to holidays being taken post Covid and illness. The school does not authorise holidays. We have just issued fixed term penalty notices for term time holidays.

Personal Development

JUDGEMENT



Safeguarding

Pupils are safe and feel safe. This is evident in the most recent pupil survey and from pupil voice and discussions in daily circle times. They have opportunities to learn how to keep themselves safe and how to prevent misuse of technology. School have tried to engage parents in this by providing additional parent workshops and termly curriculum information meetings. These are not always well attended and will become a target next year 2023/4. Leaders provide good information and respond appropriately to concerns. This was evident in a staff survey 2023. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. Vulnerable children are very well supported and parental feedback has been very positive this was seen in the parents survey 2023 and through parent voice in Early Help meetings. Staff are quick to act and Early Help, structured conversations and support around the children are quickly put into place. Some TACs have now closed and parents are feeling happy with the support they received. PSA, play therapy, ELSA, drawing and talking therapy, and Forest sessions have been offered as well as targeted 121 work with specific children. (see feedback). The Inclusion worker support within classes with the teachers and children to up skill all members of staff. Children are referred to the school nurse if there are any concerns with eating or diet. This has had positive outcomes for the family and children. (case study R)

Curriculum

Pupils enjoy learning about how to stay healthy, about emotional and mental health and about safe and positive relationships. SMSC is embedded into the curriculum. Our four B's all focus on certain areas. Eg Be Curious encourages children to explore each other's cultures and beliefs and Be Kind is used to teach many of the values. The PSHE curriculum explores themes throughout the school year. NSPCC have conducted assemblies with the children giving them the tools to seek advice. Values and SMSC are weaved throughout the curriculum and assembly themes, see assembly timetables. This is still developing and a coordinator has been put in place (see overview). School and Trust equality and diversity objectives lead an inclusive approach. The History and RE coordinators are collecting parents views and support with our RE and History curriculum to ensure it is relevant to all our school cultures. We have a behaviour policy and Anti bullying policy including a child's anti bullying policy called 'Bee kind' Where the Badbury Bee explore kindness. Through PSHE lessons and daily circle times we address feeling safe and give an opportunity to discuss feelings and events.

Spiritual, Moral, Social and Cultural Development

The curriculum is planned through our four be's and other planned initiative eg school council. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development through assemblies and topics. This ensures that they are prepared to be reflective about and responsible for their actions as good citizens. Where children needed additional support a playground citizen group was set up with our inclusion worker and where children displayed exceptional values they are celebrated through recognition awards or the play leader role. They mainly respect the views of others and are supported through interventions where additional support is needed eg Friendship group. We are very passionate about climate change and environmental issues.

Self Development

The school provides a range of opportunities to allow pupils to practice resilience, independence and grow in character. Forest School gives children opportunity to improve self-esteem, mental health, resilience and self-motivation. These skills feed into their learning behaviours and help them to self-regulate their emotions. (See document 'Benefits of Forest School'). The sports premium is used to encourage active health lifestyles through Forest School, daily mile, clubs (see plan). We provide healthy snack for the children and healthy meals which the majority of children have. We have recently launched our own kitchen Term 6 2023 and have developed a menu very carefully to ensure healthy option and packed lunches are available. A policy has been written to encourage this further in packed lunch boxes.

We have also observed higher anxiety from our parents so we are very visible at the start and end of the day offering support where needed. We hold termly open house drop in sessions, curriculum evenings and regular school tours for parents.

Opportunities to Nurture

The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Linked to Being Kind and Being Ambitious for ourselves. These opportunities are appreciated and pupils make good use of them. Post-Covid we have observed higher needs across the school. Children need more support on social interaction and managing their own feelings. Mindfulness sessions, time in nature and Yoga has become core practice. Areas to relax and self regulate are available for all children throughout the day. A round house has been built for whole class reflection times. The immersive room can be used as a sensory room. We have created 'The Glade' which is a nurture space for the Inclusion worker to work from. This year we are planning a 'low arousal' space too. The rooms between classes have been set up as calm/safe spaces for children with additional SEMH needs. Interventions are tracked by the SENDco to show progress. These are frequently evaluated and flexible. These will start formally in term 2 and be tracked and monitored. All staff have written ISP's and following the schools graduated response for SEND. Breakfast club is offered to PPG children and any others deemed vulnerable. Sports clubs are also paid for by PPG. A low arousal playtime and lunch club are also offered to help children who struggle in unstructured times or larger groups.

Staff Well-Being

Staff mental health and wellbeing are paramount. Staff look after each other and know where to seek help if needed. There is a supportive culture at school. (staff survey). One member of staff has recently completed her senior mental health lead training. The Headteacher receives bi weekly supervision particularly around safeguarding cases as we are aware of secondary trauma. The mental health lead is also receiving training on toxic stress and this will be disseminated. We regularly check in with and coach our staff. All staff have access to the SAS app for wellbeing.

Leadership and Management

JUDGEMENT



Context

The Headteacher began her role as Head of School in 2019 when the school opened and is now Headteacher (from Sept 2022). Badbury Park Primary School now has a Senior Leadership Team (SLT) made up of the Headteacher and Two Assistant Headteachers and the aim to employ a third. Each member of SLT has a clear role with clear focus to drive the school forward. There is a whole school approach to school improvement, the SDP is shared with all stakeholders and is regularly reviewed and updated. We have a clear vision and ethos for the school which is clearly communicated to all stakeholders on a regular basis and is apparent through the school's curriculum and provision. This is also articulated well and seen across the school environment, values, planning and heard through pupil voice. Finally, children are consistently reminded of the school's values of the 4Bs and the school ethos of nature at the heart of our learning and world. Middle leaders are mainly new to role and being supported by more established leaders.

Safeguarding

Safeguarding has a high priority in our school. We take the safety of our children with the upmost seriousness – DSLs work closely together and meet weekly to discuss children. Training is up-to-date and audits have gone well. All safeguarding documentation and record keeping is efficient and staff are fully aware of the signs of potential abuse and how to pass these on. All members of staff have received and read the school's safeguarding and child protection policy as well as received Hayes safeguarding training or face to face level 1 training and updates. The Blue Kite trust are also developing a safeguarding curriculum in collaboration with the Child-On-Child Working Party, this will enhance our current PSHE and RSE curriculum further. The school liaises with relevant external agencies to support children who are at risk. Recruitment policies and practices are managed to ensure that children are protected, and all training is in line with KCSIE and all documentation is amended appropriately. There are clear records of staff having read at least part one of KCSIE and this can be evidenced in their practice. School is aware of the LA Ofsted grading for safeguarding and work hard to mitigate this including having a good understanding of the escalation policy and how to use it. The Lighthouse Team support well.

Self-Evaluation Systems

We are a new school that started with 11 pupils. We have been through a unique journey with our families through new buildings and Covid 19. Leaders have worked really hard to establish relationships with all of our families. We have grown to 266 pupils quickly and have developed systems to ensure children can share feelings and let us know if they are feeling unsafe, for example, children can name five trusted adults who they would go to see with any worries. Leaders are clear about the schools strengths and areas for development and the school development plan is written and shared at the start of the year. This was noted through a recent quality assurance visit from the Blue Kite Trust in July 2022. Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school which aids them to plan, monitor and refine actions to improve all key aspects of the school's work. Governors read all documents ahead of meetings and pose questions to the headteacher ahead of the meeting. Levels of challenge are developing well and this is monitored by the Head of Governance through meeting observations. Parents view is collected yearly and this also leads into discussions and improvements. Currently parents speak highly of the school (see parents voice 2023) and leaders know the children really well.

School Vision and Curriculum

Badbury Park Primary School's vision and 4Bs are ambitious and set high expectations for performance. There is an upward trend in Reading, Writing, Maths, Phonics and GLD, and outcomes are inline with LA and national figures. The aim of the Staff and Governor team is to ensure the school moves forward successfully to become a full primary school.

Curriculum leadership has been conducted through teams due to limited teaching staff. There is a clear plan to distribute leadership from September 2023. As more teachers join then more coordinators roles are filled. SLT meet regularly with

middle leaders to share their curriculum monitoring. This area is developing but clear plans are in place. A monitoring cycle has been set up to review teaching and learning & ensure further improvement.

There is a clear monitoring plan across each term. Where there are gaps in learning, teachers take action. Where children are not yet ready to learn formally, a play based curriculum is provided and emotional literacy support given. Our year 4 children continue to have some gaps in learning and the teacher is working closely with coordinators to ensure a catch up plan alongside a broad and balanced curriculum.

The quality of education is at least good. Where it requires improvement, support is quickly provided. Action plans are written and support given to teachers at all levels eg planning, subject knowledge and assessment, paired teaching and observation's of exemplar lessons. If improvement is not seen the school would consider further action. This year, we have begun weekly 'drop in' times for staff to seek support from SLT. This term these sessions are focused upon SEN (graduated response, ISPs and adaptations), teaching and learning and subject leadership. Some new members of staff have found these extremely useful so far. Leaders quickly identify children with Pupil Premium. They are placed onto a provision map and are offered a range of interventions and clubs. The Assistant Head for Inclusion monitors these pupils and the Inclusion Lead meets with them regularly.

School Engagement with Stakeholders

The School engages with stakeholders well. Staff meetings are planned across the year to link with the SDP and priorities. Open events, facebook, twitter and school videos are increasing pupil numbers, only a few spaces remain and there are a good amount of numbers coming into EYFS each year. Parents are choosing the school even if they are not in the catchment area.

Accountability

Governors of Badbury Park Primary School have an accurate and broad 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. Governors are aware of general areas of spend and impact. There is regular review of governors holding leaders to account.

From September 2022 the school has had its own governing body. The members are new to governance. The Trust provides lots of training opportunities and the school is well supported by experienced practitioners. The Headteacher reports termly on the schools performance and challenges. Headteacher, School Business Officer, Governors & Trust work together closely to effectively manage the budget ensuring the School Development Plan targets are met. Governance is functioning well and governors are involved in the monitoring of the school. They have visited with focusses on SEND, Curriculum, Assessment, Workload, Pupil Voice and Maths.

Staff Awareness and Responsiveness

Leaders engage with staff and are aware and take account of the main pressures on them. In addition to staff meetings for teaching staff, there is a weekly TA meeting, whole school briefing and daily drops in's, focusing on different areas eg inclusion, SEND, coordinators roles and Teaching and Learning. This is an important part of our induction for new staff. It allows space to discuss new initiatives, concerns or to clarify aspects of the school day.

Leaders are skilled at noticing where mental health is not good. They act quickly and supportively. The mental health lead is trained and all staff have access to a wellbeing APP. There are effective induction processes in place to induct new staff, this leads to a consistent application of key policies and practices. Further support is offered where needed.

Staff Development

The Headteacher leads on CPD. All staff are given opportunities to access external training, meet with teachers across the Trust and attend courses specific to areas of the SDP. This is shared with governors regularly. Coordinators join other coordinators from across the MAT to support them in setting up their roles at Badbury Park. This year the school has joined the National College as a professional development tool for all staff to utilise. During the last academic year, staff CPD was focused on support and challenge. marking and feedback, SEND core offer and ISP writing as well as the development of the curriculum sequence of lessons. The Blue Kite Trust also offers a wide range of cpd that follows teachers from students, to ECT, NPQs and other areas. It s important for staff to know they are valued and that cpd continues at all levels. The trust collates views and data from all teachers to lead its professional development programmes.

Staff are at different stages of their careers and therefore have a range of different experience in term of subject leadership. However, there is a clear plan and time set aside to meet subject leadership objectives. as the team continues to grow, some more experiences teachers have multiple areas to lead. All staff have been appraised, with targets linked to the School

Development Plan and appraisals are due for this academic year this term. A 360 of all monitoring will be discussed and support put in place where needed.

Statutory Duties

Leaders are fully aware of all protected characteristics. This is reflected in policies with full adherence to all statutory requirements. Badbury Park Primary School's recording of safeguarding incidents is analysed by DSLs with any patterns noted. Governors are involved in the development of and ongoing practice through regular Governor meetings taking place every term. Governors will have the opportunity to scrutinise and monitor the effectiveness of the safeguarding policy during these meetings. Children at Badbury Park Primary School are clear about who they can talk to about safeguarding issues (evidenced in pupil voice, trust visit) with regular reminders during in-class discussion, assemblies and visual prompts around the school.

Early Years

JUDGEMENT



Safeguarding

Adults are fully aware of and sensitive to potential and actual harm to children. They are able to demonstrate that they have thought about how to deal with safeguarding issues and take appropriate action to protect and support children. Children's behaviour and pupil voice shows that they feel safe and are learning how to take care of their own safety. Some children receive intensive interactions to enable them to self regulate and be safe in school.

Children's safety and safeguarding is central to everything. Adults effectively support children's growing understanding and help them to learn to take appropriate, measured risks. They provide a watchful eye and sensitive guidance that supports children's growing independence. Highly successful, well implemented policies and procedures contribute to children's safety and staff are very well informed about their role in safeguarding and child protection issues. They are proactive in dealing with safeguarding concerns and liaise successfully with other organisations to ensure appropriate steps are taken to promote children's welfare. All adults have read and understood the child protection policy. They all have level 1 safeguarding training. Environments are checked daily and hazards are reported and dealt with effectively.

Leadership and Management

Leaders have an accurate picture of strengths and weaknesses and implement rigorous monitoring in order to achieve improvement. There is a new EYFS lead from September who will lead on this.

The Headteacher led EYFS until this year and the new EY lead will now carry out the monitoring. Daily drop ins, monitoring of assessments and outcomes happen as a team. The Team show successful drive to improve outcomes for all children and closely monitor the bottom 20%, anyone not making expected progress and SEND children. The Headteacher is available to plan and model as she was previously an lead EYFS teacher and SLE. GLD is on an upward trend and inline with national. GLD is in line with LA and national despite the children coming in low.

EYFS Curriculum

The team have written a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. The curriculum and environment are planned to enable curiosity, rich vocabulary and a learning journey that leads to many children meeting the early journey goals. The curriculum is coherently planned and sequenced and reviewed in light of cohorts and progress of children. It builds on what children know and their lived experiences. There is a high speech and language need this year and staff have been trained to implement 'colourful semantics' as an intervention. This year children have arrived without all of the skills needed to negotiate friendships and resources. Nursery children have arrived often without language or the necessary social skills to share and care for resources. This year our Nursery are baselined well below average and the curriculum is therefore being adapted to start from 0-6 months. Many are non verbal, not yet using toilets independently and some have never been apart from parents. This cohort were born during the Covid pandemic. Staff are focussing on quality interactions and self regulation and social skills. There will be a careful plan to teach the children to communicate with one another. Reception have mainly settled well with half of the cohort coming from our Nursery. Children that are new to us take longer to settle and many need additional support with emotions and language. The team work closely with the SENDco, inclusion team and Headteacher to seek early years inclusion funding and support with the more challenging behaviours. EHCPs are quickly written and support put in. The Team work tirelessly to show a graduated response to any children needed support beyond our school offer.

The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. Writing is promoted throughout the environment and children can always be seen writing through choice. They are very proud of their writing and it is celebrated on their individual display spaces. There is a rich reading offer and children speak passionately about their reading, maths and phonics when spoken to. Weekly Welly walks and daily outdoor learning develop the children's independence, self esteem and resilience. Experienced staff model quality interactions to less experienced staff and first response

interventions eg 'colourful semantics' and 'phonics groups' are quickly put in place. The impact of the curriculum on what children know, can remember and do is strong. We see this during learning walks and when we talk to the children. Their recent knowledge of the planets and the percentage of water on earth showed where they had taken their learning about space to a deep level. This is captured through pupil voice and lesson drop ins. Children are in the main deeply engaged, sustaining high levels of concentration when playing. Planning is ambitious and children get opportunities towards the end of EYFS to write at length with some meeting year 1 objectives. The curriculum is planned with lots of outdoor learning and focus on communication and language and personal, social and emotional. PSHE is explicitly taught through the PSHE Scheme to ensure our children are able to express their feelings. These are areas where our children come in low. Our new curriculum shows 'outcomes' for the children to reach by the end of the year. These are activities or experiences that will demonstrate a number of learned skills. The EY curriculum prepares the children for their next steps eg into reception or into Year 1. Children transitioned very successfully this year into reception from our nursery and into year 1 from our reception classes.

Reading

The school uses a well-thought-through approach to teaching early reading and synthetic phonics, ensuring that most children are able to read simple sentences accurately by the end of Reception. Staff are experts in teaching systematic, synthetic phonics and ensure that children practice their reading from books that match their phonics knowledge. This is monitored regularly. We use Story time phonics as our inspiration and then follow the Twinkl phonics scheme for our recaps and deliberate practice. This ensures consistency. Groups of children read daily during the highly planned funky fingers sessions. Staff also take time to read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary (via vocabulary hoops). There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. The children progress through the Big Cat books and take home 'Badbury Books' from the book spine. Children are rewarded for reading at home with lots of positive praise and they all strive to 'grow their book wings'.

We have book caves in each class and these have books from the Pie Corbett reading spine as well as books linked to interests, diversity and the phonic sounds. We have bought specific books that are available throughout provision to help the children see diversity and role models that looks like themselves. Books are found throughout our provision as a source of information too. Children visit our library regularly too. Children accessed online reading books and lessons during lockdown. We celebrate when children read at home using certificates and by 'growing our book wings'.

Maths

Staff are passionate in the teaching of early mathematics. Curriculum planning ensures that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum is sequential and provides a strong basis for more complex learning later on. Maths is available in all areas of the provision and one class teacher is attending a Math's Mastery course throughout this year. This is being disseminated to all practitioners. Children talk confidently about maths and naturally use it in their play. The recent Maths Mastery training that one teacher has taken part in has been disseminated and the Maths inputs are very skilled with all children keeping up with the lesson. STEM sentences and resources are expertly used to support concepts and understanding.

EYFS Provision

In Reception children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. With cultural capital in mind key stories and rhymes are mapped across the EYFS phase to ensure access. Children develop their vocabulary and understanding of language across the seven areas of learning. Adults model and expect full sentences. Some signs are used and interventions are in place for the high number of children on the SEND register for speech and language. In Nursery the adults model language all of the time and encourage the children to use words and signs rather than physical actions to communicate.

Pupils have opportunities for extended time in continuous provision which leads to deep engagement and quality play. This leads to opportunities for shared, sustained thinking during 'explore and learn sessions'. Children have opportunities to take risks in their play through forest school and large loose parts play and this leads in their learning in other areas. The EY environment is very well presented and supports learning in all areas of the foundation stage. This leads to pupils being creative, imaginative, articulate, confident and independent. (Seen in recent QAR visit from MAT, learning walks and lesson observations). Children do engage in risky play and are highly engaged. Where children have SEMH needs they are well supported within the setting with highly training inclusion workers. Plans and risk assessments alongside staff training means that all children's needs are met most of the time. They are supported with adults and are shown how to keep themselves safe and pupil voice shows they feel safe. Environment audits help lead changes needed to enhance learning. Where a child is reluctant, teachers take into

account their interests or plan an activity outside that is bigger, messier and louder. EY children have access to the outdoor at all times during provision. They have welly walks weekly and planned in Forest school sessions across the year. Most staff are Forest School trained. All children have waterproofs and wellies in school at all times so that weather does not hinder outdoor learning. Our planning is mainly open ended and allows for time to follow children's fascinations. High levels of structure to the day and use of visual timetables and consistency means the day and transitions happen smoothly. We use open ended resources to provoke curiosity and questions and this leads to new vocabulary.

Through regular drop ins and formal observations, we know the quality of teaching is consistently strong based on a secure knowledge of how to promote learning and development in young children and what they can achieve. There are a wide variety of opportunities for children to learn independently and explore their ideas both indoors and outside. Staff create an environment that supports the intent of our ambitious, coherently planned and sequenced curriculum with a strong link to the schools vision of curiosity and being ambitious. They carefully balance this alongside the children's interests and wellbeing. The resources are chosen to meet the children's needs and promote learning, they are regularly updated. Resources are authentic and open ended promoting curiosity and questions. There are quiet areas and a low arousal setting to help children self regulate if needed. Home corner role play is of huge importance to our EY settings as children can bring their home and lived experiences into school and they have the opportunity to play in a familiar setting. Most children are able to manage their own feelings and behavior, understanding how these have an impact on others. Where they can not yet do this de escalation plans and regulation strategies are in place alongside support from SEND teaching assistants and the inclusion team. There are a high number of children on the SEND register and they are supported extremely well. Children with English as an additional language pick up English quickly. There are lots of visual cards used, and sign language and peer and adult role models to help children quickly learn English. children are good at making their ideas known. Our onsite EY consultants support the EY team with environment. EY meetings with MAT EY leaders help moderate assessments and share ideas and planning. Teacher led groups are planned carefully so that play is not interrupted. The environment is reviewed and enhancements are put into it to help develop certain skills. Each area of provision is linked to the development of specific skills. Where we observe flitting between activities we look to the child's wellbeing. All children are assessed on entry on the Leuven's scale and this has helped allocate adult support. Where children are not engaged we discuss their interests with them and their parents and plan in activities that match interests. Adults challenge children through play eg by vocabulary extensions and questions to extend thinking.

Progress and Attainment

Where children have entered EY provision not on track they have made good progress. This is seen in books and through observations. Children come into school lower in reading and maths and communication and language. Interventions and lessons are planned to ensure progress in these areas. Children are quickly referred to SALT and other professionals if no progress is made. Children have required support to know how to play and this has been supported by adults within the setting. Learning walks and drops ins show highly engaged children who are keen to share their learning. This deep engagement will lead to lots of brain connections being made and ultimately to improve academic learning. Children access the environment independently throughout the day. This year children are being taught how to use resources respectfully; where children need support, the adults model and work alongside them. Children have long 'explore and learn' times. This enables them to get to a deeper level of play. This also help children linger longer and not flit from one activity to another. Teachers go into play with the children and move learning on from the child's interests. Careful observations and AFL means that tasks are accurately matched to children's interests and abilities. Where children need support they have careful scaffolding. The quality of teaching is consistently strong. Some children have needed a slower transition while they get used to being in a setting.

Knowledge and Skills

Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. This year Nursery has needed a lot of adaptation due to different starting points. Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught, modelling correct vocabulary constantly. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In doing so, they respond and adapt their teaching as necessary. Nursery staff use pictures and signs alongside words.

In Reception, teachers plan the environment and lessons to ensure children get the opportunity to master skills and commit knowledge to long term memory. There are lots of opportunities to develop new skills and vocabulary independently. The long term and medium term plans show a possible journey for a children towards the Early Learning Goal but planning is flexible and reflective of the children's interests.

EYFS Assessment

Regular assessments are carried out and these are purposeful and precise. Information is collected in a manageable way and are used to plan suitably challenging activities. Assessments begin with initial baseline assessments of children's starting points. Informal assessments are used to correct misunderstandings and improve learning. Parents contribute to assessments and this is an area we look to develop through the ILD system.

Assessment is ongoing. Adults play with the children and assess the children's understanding. Characteristics of learning are observed and the children's journey to goal is monitored. These help inform next steps. Teacher assessments of the children are recorded three times a year. The EY team meet regularly with other teachers across the trust to moderate assessments. Action plans are written after assessment points. Planning is adapted weekly according to observations and children's needs and interests. Children are discussed bi termly in pupil progress meetings. Our school moderates with another school in the trust as well as during Early Years MAT meetings. We also use our on site EY consultants to check our assessments.

Behaviour and Attitudes

Behaviour for learning is extremely good and where it is a challenge, plans are in place and teams of professionals work with the child and family to understand what the child is communicating. The EY team understand that behaviour is communication and they support children incredibly well; pupil voice shows that EY children love school. Children mainly transitioned well into school and show a positive sense of themselves and their place in the world. Adults give children a wide range of experiences that promote understanding of people, families and communities beyond their own. Visits to the farm and from visitors into school eg Police, army, fire service and paramedics help the children make the links between schooling and job roles. Children use the language of feelings and reflect on their differences through daily circle times and PSHE. Some children have been supported where neuro diversity has led to challenges in behaviours. Professionals work closely with parents and staff. Risk assessments, de escalation plans and support are in place including a quiet classroom and planned sensory circuits and bespoke work on a 121 basis.

SEND and Pupil Premium

Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes and provision is adjusted to support their needs. Some children receive bespoke provision. Children progress well against their ISP and EHCP targets. There are high numbers of children with speech and language SEND. Talk Boost intervention and colourful semantics takes place as well as lots of quality verbal interactions with staff and peers. Plans to input vocabulary into long term planning is in place. Some SEND children with SEMH needs have needed more support and an enhanced transition. Occasionally children struggle to manage emotions. Support is given and quiet areas provided to help self regulate. SEND TA's are highly skilled to support these children and teachers work closely with the inclusion team. The use of the Inclusion worker and SEND TAs promote and support the children regulating themselves and support them to reflect. The children are developing a sense of right from wrong. Children with SEND needs are quickly identified and an play plan or ISP in Reception is written. This is shared with parents. We are very proactive when identifying additional needs and quickly adapt provision. Any children in receipt of the EYPP will have their needs looked at and a plan of support decided on by the SENDco and Inclusion team. The Inclusion worker is used to support these children in class and also to provide termly 'pupil voice' opportunities.

Transition to Setting

Children transition well into our setting. Children from our Nursery come straight in full time from day one as they have visited during the previous term. Home visits, Nursery visits, SENDco meeting and stay and play sessions support the transition for all other children.

Staff are proactive at being spoking the induction process where needed. Children have a week of half days and then come in full time (if ready). A few children have an enhanced transition where needed. This is carefully developed with the EY team, SENDco and parents. Induction meetings with parents and early curriculum meetings in term 1 with parents ensure the parental voice is known and the routine of school quickly shared. Interactive learning diary is used to share learning and progress with parents and for parents to celebrate any learning at home. Open houses events at the end of term ensure parents come into class and shared books. we also use this event to further capture the parent voice.

The school inclusion worker works very closely with the team supporting some children who have struggled to settle. Enhanced transitions have been offered and de escalation plans written. Behaviour is on the whole good.

Parental Engagement

Parents are strongly encouraged to engage in their children's learning, which can be seen in their attainment. Parents understand how to help their children improve. Parents and pupil voice shows the community is happy with the EY offer. Parents are invited into school termly and receive weekly updates on ILD. Children who have individual support plans meet more regularly with teachers. Parents are encouraged to add observations to the interactive learning diary and through open house drop in. Parents attend our

curriculum evening. We had very positive feedback. In EY we celebrate all festivals that are celebrated by our school faiths eg Eid, Divali, Christmas. Parents have helped with the planning of these activities to ensure they are accurate.

Staff CPD

An effective and well-established programme of professional development is helping practitioners to improve their knowledge, understanding and practice. There are effective systems for performance management, practitioners are monitored. Training is used to implement changes to practice.

EYFS teachers are very up to date with current practices. There is strong evidence of quality interactions between staff and pupils throughout the foundation stage, this is seen in learning walks and has been commented on by the Trust. Staff CPD has led to a good understanding of the importance of quality interactions. This is seen on termly learning walks and through observations. First aid training is up to date and some staff have received Team Teach training around de-escalation techniques. They have attended training with the school nurse for allergies and medication.

Overall

JUDGEMENT



Badbury Park is a growing school in a brand new building, with up-to-date technologies and natural resources. The quality of teaching and learning is good with an inspiring and creative curriculum. We have developed a Forest School in our grounds, which all year groups will benefit from. As a small school the staff know the children and their families well. Children enjoy coming to school and teachers enjoy teaching. The team is working hard together to further the school's development as an all through primary, including developing the use of the new school building and grounds and recruiting new staff. Governors, parents and the Trust support the school well.

- Overall, teaching is good with an interesting curriculum and opportunities to take learning outside
- Children and staff are passionate about reading
- Safeguarding processes are effective – school is relentless in supporting families where needed and regular audits support us
- Forest School and Outdoor learning supports children's social & emotional development and self esteem
- We promote positive behaviour and work together with all stakeholders.
- There is a strong teamwork philosophy within the school
- Parents and Governors are supportive
- The school has a good capacity for continuing improvement; leaders have high ambitions.