



## Greenside Primary School

### Self-Evaluation and School Improvement Priorities Summary

**2023-24**

Sections	Summary Evaluation	
<b>Introduction</b>	<p><b>School Context</b></p> <ul style="list-style-type: none"> <li>- Judged 'good' overall with Early Years judged as 'requiring improvements', Ofsted April 2019.</li> <li>- Currently 302 children on roll which is above national</li> <li>- Greenside are above national for stability at 93%</li> <li>- 1 and ½ form entry school from Years 1 -6, with 2 classes in Reception.</li> <li>- Overall attendance for 2022-23 was 95.29% - improvement on last year and above national average.</li> <li>- Increase in SEND Support over the last 4 years, school is above national average at 16.9%.</li> <li>- EHCP (Education Health Care Plans) have increased over the last 4 years, school is broadly in line with national average with more EHCP being applied for.</li> <li>- Ever6/FSM is below national average at 13.58%</li> <li>- There have been significant changes in the school Leadership team, including governance since the last inspection.</li> <li>- We are a maintained school that is part of a Family of Schools in Pudsey and Pudsey Cluster. We also work very closely with Leeds LA.</li> <li>- Children's outcomes are good or better and consistently above national average or broadly inline.</li> <li>- EAL is well below national average.</li> </ul> <p><b>School Awards</b></p> <ul style="list-style-type: none"> <li>- School strives to meet and exceed the national standards in many areas including our most recent School Games Platinum 2023, Arts Mark Silver 2022, PSHE friendly 2022, Mindmate Friendly 2022, Health and wellbeing beacon school 2022 and a being Leeds Inclusive School. We are also currently working towards the re-accreditation of the PSQM (Primary Science Quality Award) Gilt award.</li> </ul>	
<b>Progress made by the school on areas for development identified in the last full Ofsted inspection.</b>	<p><b>Key Issues</b></p> <p>Improve the quality of teaching, learning and assessment in the early years by ensuring that:</p> <ul style="list-style-type: none"> <li>-decisive action is taken to strengthen leadership in the Early Years.</li> <li>- adults use information about what children already know and can do to plan tasks that immediately meet their needs, particularly of the most able children.</li> <li>- all adults have higher expectations of what children are capable of.</li> </ul>	<p><b>Progress made</b></p> <ul style="list-style-type: none"> <li>- Early Years has been a school priority. SMT and EY Leadership has changed since the last inspection. Investments in training and resources have been prioritised for EY.</li> <li>- A carefully planned transition and forensic assessment enable adults to plan an ambitious curriculum to meet the needs of all EY children from their starting points.</li> <li>- Children make good or better progress from their starting</li> </ul>

	<p>Leaders should continue to improve the quality of teaching, learning and assessment in key stages 1 and 2 by making sure that:</p> <ul style="list-style-type: none"> <li>- the most able pupils receive sufficient challenge to enable them to make the progress of which they are capable in all subjects.</li> <li>- teaching is adjusted more swiftly when pupils are ready for more challenging work.</li> <li>- parents receive regular communication and are given more opportunities to become involved in their children's learning, particularly in early years.</li> </ul>	<p>points and EY attainment is above national average.</p> <ul style="list-style-type: none"> <li>-an ambitious curriculum has been developed to ensure all children reach their full potential. Training for staff has been prioritised.</li> <li>- Through streamlined assessment, AFL activities and fab 5, teaching can be targeted and children can move on quickly as soon as they are ready.</li> <li>- Parent/carer surveys show communication is effective. Tapestry is used in the Early Years, parent workshops, half termly newsletters and parent evenings keep parents informed and involved.</li> </ul>
<p><b>1. Quality of Education</b> Curriculum Intent, Implementation and Impact: Quality of curriculum, quality of teaching, reading and achievement.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>-The reading, writing and maths curriculum is fully embedded, well implemented and progressive over time. We follow a well sequenced curriculum, using schemes (RWI, White Rose, Philip Webb) as a starting point, which are adapted to suit the needs of the children.</li> <li>-A developing ambitious, well-sequenced, broad and cohesive curriculum recognised by quality marks for the Arts, PSHE, PE and Science.</li> <li>- The curriculum is inclusive and adapted to meet the needs of all children.</li> <li>-An enriched curriculum which provides our children with a range of opportunities and experiences.</li> <li>- High quality teaching which is good or better, using experienced teachers and responsive CPD to continue to develop and upskill staff at different levels.</li> <li>- Children's outcomes are good or better and consistently above national average or broadly inline.</li> </ul>	<p><b>Areas to Develop</b> <b>2</b></p> <ul style="list-style-type: none"> <li>- To continue improve Maths provision, thereby improving and maintaining strong outcomes for all, with a particular focus on our greater depth children.</li> <li>-To further develop a love of reading across school through exposure to a wide range of high-quality texts which improves the acquisition of the knowledge needed to become lifelong readers.</li> <li>-Continue to develop a well-sequenced, knowledge-rich curriculum that is effectively monitored and evaluated for its impact.</li> </ul>
	<p><b>Strengths</b></p>	<p><b>Areas to Develop</b> <b>2</b></p>

<p><b>2. Behaviour and Attitudes</b> Including attitudes in lessons &amp; around the school, ethos, behaviour &amp; conduct, contribution to school, attendance, exclusions, relationships and safety.</p>	<ul style="list-style-type: none"> <li>-The school has an effective attendance team who work with families to continue to improve attendance.</li> <li>-There is a consistent trend of attendance being above national average.</li> <li>-A positive climate and attitudes to learning, including conduct in lessons.</li> <li>-All staff have high expectations of all children and use their knowledge of positive regard and trauma informed training to establish positive relationships and make reasonable adjustments.</li> <li>-Good and better behaviour with a calm and purposeful atmosphere across school.</li> <li>- Children’s pride in and contribution to their school through a wide range of roles and responsibilities.</li> <li>-The resources provided for our children to regulate and manage their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to increase the attendance of our pupil premium children and those who are persistently absent.</li> <li>-Develop a culture of learning where children are encouraged to reflect upon and learn from mistakes and apply problem solving skills to solve problems and achieve goals. With a focus on our resilience and growth mindset.</li> <li>-To continue to train and develop staff in supporting and managing children with specific complex needs.</li> </ul>
<p><b>3. Personal Development</b> Including personal development of children, experiences &amp; opportunities, SMSC, pastoral support, British Values, equality &amp; diversity, citizenship &amp; wider contribution</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>-The wide range of curricular and extra-curricular experiences and opportunities available to the children and the take up of these.</li> <li>-The knowledge and support provided by the pastoral team, staff expertise working with external agencies to meet our children’s SEMH needs.</li> <li>-The meaningful opportunities provided to the children to make a contribution and be active citizens.</li> <li>-Healthy Schools and well-being ‘Platinum Award’.</li> <li>-Being responsive to children’s needs and local/national concerns and issues that arise.</li> <li>-The provision for our children to support their SEMH needs</li> </ul>	<p><b>Areas to Develop</b> <span style="float: right;"><b>2</b></span></p> <ul style="list-style-type: none"> <li>-To further embed the use of SEMH tier system and continue to develop ways to measure the impact.</li> <li>- Continue to train and support new staff in managing and supporting children with SEMH needs across school through a culture of positive regard.</li> <li>-Continue to monitor and evaluate the opportunities and experiences for children to ensure they meet the needs of children and their context.</li> <li>- To further develop pupil voice so it continues to play an active part in developing the culture of the school.</li> <li>-Further embed opportunities to develop aspirations of all pupils.</li> </ul>
<p><b>4. Leadership and Management</b> Including vision, CPD, staff workload &amp; wellbeing, community</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>- Clarity of vision and direction, ‘Where children come first’</li> <li>-A culture of high expectations and positive attitudes.</li> </ul>	<p><b>Areas to Develop</b> <span style="float: right;"><b>2</b></span></p> <ul style="list-style-type: none"> <li>- Provide bespoke support to parents/carers through well-established community links and support networks to develop</li> </ul>

<p>engagement, governance and safeguarding.</p>	<p>-School promotes a positive culture of professional development. The bespoke CPD timetable reflects the SIP and is responsive to the needs of the children, staff and context of the school.</p> <p>- School has a clear and positive culture which insists that all staff and pupils safeguarding and wellbeing has the highest priority and is the responsibility of every member of staff.</p> <p>- Governor Body was re-structured to a Co-chair model. Both Co-chairs are highly skilled and experienced with a background in education. The newly formed governing body effectively holds school and leaders to account in their areas of responsibility.</p> <p>- School is committed to reducing workload and endeavour to streamline processes where possible. Staff feel confident to approach SLT and raise issues when they arise.</p> <p>-School have an active PTA (FROGS) who work in partnership with the school.</p>	<p>positive attitudes towards all aspects of school life.</p> <p>- Further develop a culture of learning where all stakeholders are encouraged to reflect upon and learn from mistakes and apply problem solving skills to solve problems and achieve goals.</p> <p>-Continue to grow and develop effective subject leaders.</p> <p>-Further development of school resources and environment. Ensure procedures are effectively implemented and monitored to ensure consistency and sustainability of school resources and environment.</p>
<p><b>5. Early Years</b> Quality of education, quality of teaching, communication &amp; vocabulary, attitudes of children, parental engagement, achievement.</p>	<p><b>Strengths</b></p> <p>-The quality of the curriculum</p> <p>-The strong leadership &amp; teamwork.</p> <p>- The learning environment, relationships and attitudes.</p> <p>The effective range of parental engagement initiatives.</p> <p>-Early identification of SEND and provision for identified children.</p> <p>-An effective and supportive transition programme.</p> <p>-Use of assessment to inform next steps and adapt curriculum to meet the needs of the children.</p> <p>-Good progress from starting points and above national outcomes.</p>	<p><b>Areas to Develop</b>      <b>2</b></p> <p>-To continue to train, develop and support new staff that have entered EYFS.</p> <p>-Continue to develop early reading ensuring fidelity to the RWI scheme.</p> <p>-To continue to develop children's language acquisition through high quality modelling and a language rich environment.</p> <p>-To further develop EY moderation and quality assurance across classes and networking with other schools.</p> <p>-To continue to further improve writing outcomes.</p>
<p><b>6. Overall Effectiveness</b></p>	<p><b>Overall Effectiveness Judgement</b>      <b>2</b></p> <p><b>All key areas are good</b> <b>Good is evidenced through:</b></p> <p>-School vision and values</p> <p>-Curriculum drivers</p> <p>-Planning and teaching</p> <p>- Quality of education</p> <p>- Curriculum content and wider opportunities</p> <p>- Outcomes for our children</p> <p>-Children’s behaviour and good attitudes to learning</p>	

	<ul style="list-style-type: none"> <li>- Community work, including that of the School Council</li> <li>- Cultural, sporting and other visits/visitors</li> <li>-Caring, purposeful and nurturing atmosphere</li> <li>-Strong relationships, which allow children to flourish</li> <li>-Staff role modelling</li> <li>- Strong and effective safeguarding and wellbeing systems</li> <li>-Governor monitoring and evaluation visits</li> <li>-External monitoring from the LA, Quality Mark awards, B11, writing moderation report.</li> </ul>
<p><b>Areas for whole school development 23-24 (SIP -School Improvement Priorities)</b></p>	<p><b>Quality of education</b></p> <p><b>1.1</b> -To continue improve Maths provision, thereby maintaining strong and outcomes for all, with a particular focus on our greater depth children.</p> <p><b>1.2</b> -To further develop a love of reading across school through exposure to a wide range of high-quality texts which improves the acquisition of the knowledge needed to become lifelong readers.</p> <p><b>1.3</b>-Continue to develop a well-sequenced, knowledge-rich curriculum that is effectively monitored and evaluated for its impact.</p> <p><b>Behaviour and Attitudes</b></p> <p><b>2.1</b> -To continue to increase the attendance of our pupil premium children and those who are persistently absent.</p> <p><b>2.2</b> - Develop a culture of learning where children are encouraged to reflect upon and learn from mistakes and apply problem solving skills to solve problems and achieve goals. With a focus on our ‘resilience’ curriculum driver.</p> <p><b>2.3</b> -To continue to train and develop staff in supporting and managing children with specific complex needs.</p> <p><b>Personal Development</b></p> <p><b>3.1</b> -To further embed the use of SEMH tier system and continue to develop ways to measure the impact.</p> <p><b>3.2</b>- Continue to train and support new staff in managing and supporting children with SEMH needs across school through a culture of positive regard.</p> <p><b>3.3</b>- Continue to monitor and evaluate the opportunities and experiences for children to ensure they meet the needs of children and their context.</p> <p><b>3.4</b>-To further develop pupil voice so it continues to play an active part in developing the culture of the school.</p> <p><b>Leadership and Management</b></p> <p><b>4.1</b> -Provide bespoke support to parents/carers through well-established community links and support networks to develop positive attitudes towards all aspects of school life.</p>

**4.2**-Further develop a culture of learning where all stakeholders are encouraged to reflect upon and learn from mistakes and apply problem solving skills to solve problems and achieve goals.

**4.3** - Continue to grow and develop effective subject leaders

**4.4** - Further development of school resources and environment. Ensure procedures are effectively implemented and monitored to ensure consistency and sustainability of school resources and environment.

**Early Years**

**5.1** - To continue to train, develop and support new staff that have entered EYFS.

**5.2** -Continue to develop early reading ensuring fidelity to the RWI scheme.

**5.3**- To continue to develop children's language acquisition through high quality modelling and a language rich environment.

**5.4**-To further develop EY moderation and quality assurance across classes and networking with other schools.

**5.5**-To continue to further improve writing outcomes.