



# Ladybridge Primary School

## School Self Evaluation Spring 2022 update

### Judgement of Overall Effectiveness Good

The school judges its overall effectiveness now to be 'GOOD'. A Raising Attainment plan for rapid improvement was put in place following the disappointing Ofsted in November 2018. Many significant changes have taken place to ensure that high standards are consistently maintained throughout the curriculum and the whole school community. Positive changes in the leadership of the school have had a dramatic impact on outcomes and standards in all areas. All staff are keen to see our school return to being graded as good and strive to ensure improvements are rapid and sustained. The school demonstrates strong capacity to continue to improve.

A visit to school on 17<sup>th</sup> March 2021 by the Head of School Effectiveness Lynn Perry generated a very positive report that supports the school's judgement of 'good'.

### Vision Statement

At Ladybridge Primary School, we develop an environment where all children are valued as unique individuals and treated with fairness, care and consideration. Attitudes of mutual respect and tolerance for all are actively encouraged through the subjects we teach and the attitudes we instil.

As an inclusive school, we believe that it is the right of all pupils to have access to a curriculum that will provide opportunities to acquire new skills, knowledge and understanding. This can most effectively be achieved through stimulating and challenging activities that are matched to the individual levels of ability of the children.

Children are encouraged to be self-motivated, to adopt a positive attitude to learning and to take responsibility for the choices they make. We aim to give the best possible preparation for life beyond Ladybridge Primary School. Our children are encouraged to develop in confidence and to achieve their full potential academically, spiritually, emotionally, socially and physically.

### Core Values and Motto

The core values at Ladybridge are: Respect, Aiming High and Resilience. Children are actively taught core values through all of their work in school. During each learning challenge children reflect on how they have worked towards the values in all aspects of their enquiry, knowledge and key aspects of their learning over a half term. The school motto is 'Be the best that you can be.' The school motto reflects the aspiration that all children can achieve irrespective of their starting point or background.

## Curriculum Intention, Implementation and Impact

Intention – At Ladybridge it is our intention that children will have deep and interesting lessons in all subjects, all children have the ability to learn and achieve regardless of their starting point. Children will learn respect through inclusive and non-judgmental lessons and by all staff proactively challenging attitudes such as racism, sexism and stereotypes. We have high expectations for all children to aim high, we teach resilience skills so that all children can achieve.

Implementation - Children will work collaboratively using Drama, active learning and Kagan strategies, shared projects and through assessment for learning opportunities such as peer and self-assessment. Children will explore subjects through deep questions, they will have differentiated challenges.

Impact – Children are deeply engaged in their learning. They make links between subjects and develop personal values that equip them to be good citizens. All children make good progress regardless to their starting points or barriers to learning. It is the expectation that all non-SEND children will achieve age related expectations; that children with barriers for learning will achieve and that more able children will be challenged to work at a higher level.

### **Context of the School**

In the national January census in 2021 20.8% of children nationally were entitled to free school meals (FSM), we are significantly higher at 35%. 19.3% children nationally have English as an additional language, we have 33%, our school is becoming increasingly diverse which is wonderful and enriching but also brings it's own difficulties in terms of provision and resources such as dual language books. National for children with Special Educational Needs and Disabilities (SEND) was 12.2%, we are significantly higher at 32%. National for all SEND children with Education Health and Care plans was 3%, at Ladybridge we have 8% (March 2022) this again is much higher than national and presents problems in terms of meeting the complex needs of children with such a small staff team.

The mobility of the cohorts has been discussed as a challenge in all Governing Body committee meetings this year, this is particularly the case in year 6 where we have had 11 new starters this year. When the cohort is analysed there are only 3 children in the class without a barrier for learning and this cohort has gone from having one children with an EHCP to three children. As this is a SATs year, this is presenting us with a unique challenge in terms of preparing a more than 30% pupil increase to be ready to take exams. 24 new children have joined school during this academic year since September 1<sup>st</sup>, only 4 are in KS1 (and two children left KS1 in autumn 2021), 20 are in KS2, mostly upper KS2. This has put pressure on the KS2 classes which are significantly larger than KS1 and as some have joined after the autumn census we won't be given any additional funding this year.

We have a significant number of children are having interventions due to their learning being affected by the pandemic. A covid catch up plan has been devised; assessment data from pupil progress meetings has been used to target children who are below their target for specific interventions for maths, English, Wellbeing, physical health and mental health etc. These interventions are being carried out by teachers, trained HLTAs, TAs and the Pastoral Manager.

**Actions since Ofsted November 2018....**

Improve Quality of Education		Summary of main activities:		Impact – How do Governors and SLT know?	Next Steps.....
Area for improvement					
1	<b>Ofsted comment: Teachers do not plan activities that build on pupils’ knowledge and skills effectively in geography, science and history.</b>	1	School have embedded a curriculum to ensure that children have appropriate progression of skills and knowledge and challenge in all subjects.	<ul style="list-style-type: none"> <li>Books have been continually monitored through staff meetings, subject leaders, SLT and SSIA.</li> <li>Governors have an annual subject update; this is documented in Governing Body minutes.</li> <li>On 28<sup>th</sup> September 2021 subject leaders presented the data and improvements to their subject and leadership to the Governing Body, they have also presented to our SSIA Nicki White, in her rolling note of visit wrote: “During INSET attended by LA advisers, subject Leaders presented confidently the work that they are undertaking to ensure that the Quality of Education judgements are based on evidence of practise in classrooms. Subject leaders presented strong understanding of their subject areas and were able to share with the whole staff team where strengths existed and what the priorities for improvement in their subject were.”</li> <li>Rolling notes of visits are shared with the Governing Body.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop the Learning Challenge Curriculum to ensure challenge, progression and sequences of lessons.</li> <li>Continue with weekly flicks to monitor the quality of education in all subjects.</li> <li>Subject leaders to attend Professional Development opportunities to ensure that the curriculum continues to develop.</li> <li>Develop vocabulary through a tiered approach during 2021-22</li> </ul>
		2	The further development of Knowledge organisers is ensuring that each subject is labelled with National Curriculum age appropriate learning intentions. The children have clear sequences of lessons and develop a range of skills and knowledge during a half term specifically to that subject. The teachers and children reflect their progress against the National Curriculum throughout the half term.		
		3	Rigorous weekly book flicks are carried out including a particular focus on geography, science and history; all teachers are given feedback and targets, successes are shared. There is more consistency in all classrooms, learning intentions are clear and skills are developed in sequences of lessons over time to ensure that learning is deep. Greater depth (extra spicy questions can be seen in LC books for higher learners), many children have engaged with the greater depth at home.		
2	<b>Ofsted comment: Pupils’ handwriting and presentation across the curriculum are often of a poor standard.</b>	1	Presentation in books is scrutinised during weekly flicks, there has been a significant improvement in handwriting and presentation since the Ofsted in November 2018.	Governors, SLT and peers have conducted weekly flicks, these show that presentation continues to improve.	Continue to monitor rigorously to ensure that standards do not slip, especially when so much

							school has been missed due to the covid-19 pandemic.
3	<b>Ofsted comment: Teachers do not challenge the most able pupils well enough to excel in all subjects.</b>	1	Through INSET opportunities and by working with other schools in the locality teachers now have much higher expectations of children. This is reflected in the Greater Depth outcomes for children in KS1 and KS2, (see 2019 data) also see internal termly assessment data in 2021-22.	Termly and end of year data shows that a growing number children across all phases are working at greater depth in all subjects. This is shared with the Governing Body termly through data.  Weekly flicks show that there is challenge in all subjects for children working at a higher level. This is shared with teachers, SLT and Governors.  PE and Music are secure subjects, increasing numbers of children are working at greater depth.  Governors have committed to carrying out lesson visits for maths in spring 2022 – developing the mastery approach in maths is also written into the Headteacher and SLT appraisal targets.	Continue to develop rigorous monitoring linked directly subject leadership. All scrutiny to be shared openly with all staff to ensure transparency and that every person is doing their part towards improving the level of challenge.  Continue to develop the Mastery curriculum.  2021-22 EYFS, year 1 and year 2 are undertaking further training with the North West Maths Hub – Mastering Number		
		2	Scrutiny of all subject data shows that children are working at Greater Depth in all subjects.				
		3	Challenging questions and activities ensure that learners regularly undertake higher learning in all subjects.				
		4	We are working with the NCETM and North West regional Maths Hub to develop Mastery in maths; we are in year 2 of this on-going professional development process. The teaching of Mathematics is improving and children are developing fluency through reasoning and problem solving across all phases. Attainment is improving, (see data).				
<b>Quality of Education</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
			✓				
Improve the effectiveness of leadership and management by:							
<b>Area For Improvement</b>		<b>Summary of main activities:</b>		<b>Impact – How do Governors and SLT know?</b>		<b>Next Steps</b>	
1	<b>Leaders and managers have not ensured that the quality of teaching,</b>	1	The quality of teaching has been robustly monitored through learning walks, lesson observations, including online lessons	The school's SSIA Nicki White reported on her rolling note of visit, "Emma continues to place children and their learning at the		Continue to invest INSET and staff meetings to	

	<p><b>learning and assessment is consistently good across the school. The progress that pupils make in reading, writing and mathematics varies between different year groups.</b></p>	<p>and weekly book looks, some of this has been virtual during lockdown.</p>	<p>heart of her work. She is supported by strong senior leaders in her Deputy and Assistant who also work tirelessly for the children and families at Ladybridge.”</p> <p>Weekly flicks, scrutiny of planning and curriculum by Subject Leaders is reported to the Governing Body termly. Governors attend an annual meeting where each subject data and progress is scrutinised.</p>	<p>develop leadership across the whole school.</p> <p>All subject leaders to access high quality training for their subject.</p> <p>The KS1 2 year and KS2 4 year curriculum plan to be refined as needed annually to ensure that it reflects the needs of the cohorts, is fit for purpose and contains high challenge for all learners. The curriculum builds upon and deepens prior knowledge from previous learning</p>	
<p>2</p>	<p><b>Governors do not have the knowledge that they need to challenge leaders well enough about pupils’ performance. The self-evaluation of the school is over-generous.</b></p>	<p>1 Governors have a good understanding of how to scrutinise school data, (see GB minutes). Governors have scheduled book looks, subject leader conferences and visits to school for 2021-22, they have attended virtual meetings with subject leaders.</p>	<p>Following her visit the Head of School Effectiveness Lynne Perry reported that “There is a clear consistent approach the Learning Challenge curriculum and a clearly understood pathway of how the curriculum is organised and delivered. The school has a clear focus upon pupil voice and there is evidence that the delivery is based around the core interests/needs of the community.”</p> <p>The school’s SSIA reported “School leaders know and understand that the school’s priorities continue to be those that move</p>	<p>The Raising Attainment Plan, SEF, Pupil Premium Plan and subject leader action plans to continue to be sent the Governing Body for termly scrutiny.</p> <p>Governors continue to attend annual subject leader scrutiny meeting, questions for subject leads are submitted prior to the meeting, all Governors receive data and action</p>	
<p>2</p>	<p>Following advice from the school’s SSIA the Monitoring Committee has been renamed as the Teaching and Learning Committee, they meet termly now in recognition of how well the school is moving, there is a termly Governor session led by the school’s SSIA each term around scrutiny and Ofsted.</p>	<p>2 Assessment has been triangulated at pupil progress meetings using evidence from tests, teacher assessments against TAFs and weekly book looks.</p>	<p>3 Pupil progress is understood by teachers fully now and is linked to appraisal targets; it is rigorously scrutinised termly. Pupils are making good progress in all subjects. If pupils underachieve appropriate Interventions are carried out, these are evaluated termly.</p>	<p>4 Well-constructed and purposeful Pupil voice, driven by prior learning and school priorities is captured by leaders, this is showing that children are remembering more for longer.</p>	<p>5 Staff meeting time is used to triangulate and moderate subjects</p>

		3	<p>The SEF is updated termly and is scrutinised by Governors and the School's SSIA Nicki White. The SEF reflects the position of the school accurately.</p>	<p>the school from an Ofsted grade of RI to Good. These can be seen in detail in the school's RI RAP, SEF and SDP." The LA, Governors and school leaders continue to meet as part of the Strategic Monitoring Group.</p> <p>At the start of the academic year 2021/22 the HT has given a SEF judgement of Good. The LA, Governors and school leaders continue to work to provide appropriate evidence which supports this judgement.</p>	<p>plans a week before the meeting.</p> <p>Now that restrictions are lifted (Covid), Governors to resume their visits to school to gather pupil voice, look at books and meet with subject leaders.</p>
3	<p><b>Middle leaders do not have a good understanding of how well pupils do in subjects other than in mathematics and English.</b></p>	1	<p>Middle leaders have worked with the school's SSIA Nicki White to develop their skills in evaluating their subjects, identifying priorities, planning action and evaluating impact. Weekly book flicks with feedback are having an impact on subject leader's knowledge and leadership.</p> <p>Ladybridge school curriculum is in place, this ensures depth of coverage and a progression of skills in all subjects.</p>	<p>The governing body attend an annual scrutiny twilight to monitor all subjects, the governors asked questions that leaders could answer. (28.09.2021)</p> <p>The School's SSIA Nicki White reported "During INSET attended by LA advisers, subject Leaders presented confidently the work that they are undertaking to ensure that the Quality of Education judgements are based on evidence of practise in classrooms. Subject leaders presented strong understanding of their subject areas and were able to share with the whole staff team where strengths existed and what the priorities for improvement in their subject were."</p>	<p>Continue to build the strength of Subject Leaders with SLT and SSIA Nicki White involvement; and high quality professional development opportunities.</p> <p>Knowledge organisers to be developed further, with a "what can I remember section" and a reflection of learning carried out that half term.</p>
2	<p>Subject leader action plans are evaluated termly and time is given to teachers to carry out leadership tasks, this is ensuring that leaders have a good understanding of their subject.</p>	3	<p>Knowledge organisers are used for all learning challenges and each subject is labelled with age appropriate learning intentions. The progression of skills across year groups is monitored alongside ensuring that there is a clear sequence of</p>		

			lessons. The children develop a range of skills and knowledge during a half term specifically to that subject. The teachers and children reflect their progress against the National Curriculum throughout the half term. Rigorous weekly book flicks show that knowledge organisers are good - all teachers are given feedback and targets.		Focus on developing vocabulary in 2021-22 to ensure that more children can reach GDS standard.	
4	<b>To improve leadership to ensure a good judgement at the next Ofsted</b>	4	<p>The school has a Raising Attainment Plan (RAP) which clearly reflects, and aligns with Ofsted targets.</p> <p>Rigorous monitoring and robust appraisal has continued to impact positively on the teaching which is consistently good across the school. Evidence for this is drawn from triangulating pupil progress, book looks, observation of teaching and learning walks.</p> <p>The school has established a Health and Safety team which undertakes a termly inspection of the school - outcomes from this are reported back to staff and action taken if required.</p>	<p>Governors have a termly update at the Teaching and Learning committee</p> <p>Following her visit the Head of School Effectiveness Lynne Perry reported that "School is a warm, vibrant calm place of learning. There was a wide curriculum offer being delivered that afternoon including science, music, life skills, geography, maths and reading. The music project was inspirational and clearly engaged all the learners who were seen. This included children with additional needs."</p>	Continue to build on the strength of the curriculum, high expectations and Mastery curriculum though work with SLT, SSIA Nicki White involvement; and high quality professional development opportunities.	
<b>Leadership and Management</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
				✓		
<b>Improve Behaviour and Attitudes</b>						
<b>Area For Improvement</b>		<b>Summary of main activities:</b>			<b>Impact – How do Governors and SLT know?</b>	<b>Next Steps</b>
1	<b>Attendance is lower than the national average. The rate of persistent absence is above average. Leaders have not analysed attendance</b>	1	Improving attendance is a high priority for school in the year 2021/22. We have had two big waves of covid-19 that have impacted on whole school attendance. We now cannot use an X code for covid-19 absence. We have also had high	Termly attendance reports and analysis is provided to Governors on the Headteacher's Termly report.	The Safeguarding governor meets at least annually with the Headteacher, actions to	Continue to work with families and agencies to improve attendance and punctuality.

<p><b>data well enough to know how best to secure improvement.</b></p>		<p>numbers of virus' coughs, colds and other illnesses that have affected our overall attendance. National attendance according to DfE statistics up to March 2022 is 92%, Ladybridge attendance is also 92%. Children entitled to Free school meal funding attendance is 92%, therefore there is no difference here. We do have one pupil premium child who has anxiety based school refusal who we are working with Children's services to support. This one child has a % effect on our pupil premium attendance.</p>	<p>improve attendance, particularly for vulnerable pupils is a focus of discussion.</p> <p>The Pastoral Manager contacts families of children with persistent absence daily. She supports and challenges the families to improve their attendance.</p> <p>Attendance is always an item on the half termly Team Around the School Meetings, Professionals such as School Age Plus Workers, Social Workers and Senior Practitioners support the school with families where there is persistent absence.</p> <p>The above information is shared at Governing Body meetings through the Pupil Premium Plan, the Raising Attainment plan and the Headteacher's report.</p>	<p>Continue to reward children with good attendance 97-100%</p> <p>Where attendance is due to long term illness – school will work with agencies such as Pendlebury to ensure that children have provision for lessons at home.</p> <p>Ensure that the Local authority attendance review is carried out before the census to ensure that the correct codes are used, (this will lead to a more positive attendance report).</p>
	2	<p>There are no persistent late children.</p>		
	3	<p>Children with persistent absence are monitored daily by the Pastoral Manager.</p>		
	4	<p>School is working very closely with the LEA and the Education Welfare service to support families to get their children to school. Home visits have been carried out, families have been placed on contract with the LEA and two families have been fined for non-attendance. Support from the Pastoral Manager with interventions such as bedtime and morning routines and signposting services is also being carried out.</p>		
	5	<p>Data is analysed fortnightly with the Education Welfare Officer, Admin Officer and Headteacher, actions are carried out after each meeting. Three educational Penalty notices have been issued to families who have taken holidays during term time.</p>		



		6	A full attendance audit was carried out on 29 <sup>th</sup> June 2021. This highlighted 9 children who will be further supported by the Education Welfare Officer in July and ongoing into the autumn term. There were some errors in codes (where an X code wasn't used) unfortunately this was discovered after the summer census.		
		7	Children who attend school for 97-100% each term are given a reward.		
2	<b>Pupils become disengaged in their learning when they are not sufficiently challenged.</b>	1	Learning walks carried out by the Lynn Perry, head of School effectiveness, the SSIA Nicki White, Headteacher and Governors show that the children are engaged in their learning and that the challenge in lessons is now good.	<p>The School's SSIA Nicki White reported "Behaviour is positive with children engaged in learning throughout the day. The HT reports a significant reduction in the need for 'team teach' intervention to the position that there has been no need for physical intervention or fixed term exclusions this term."</p> <p>The Pastoral Manager keeps records of Interventions that she carries out with families, since the last inspection the data shows that there is a significant drop in disengagement in lessons, in children going into crisis. There has not been any fixed term or permanent exclusions since November 2018. This information is shared with the Governing body termly.</p>	<p>To continue to identify and refer children whose behaviour is causing concern to the Pastoral Manager Sarah Ratcliffe in the first instance for school led Interventions.</p> <p>To continue to work with professionals such as Primary Behaviour Support, Primary Jigsaw, HYMS, School Age Plus Workers, YOS, etc. to ensure when children are unable to regulate their behaviour that they are given appropriate support through agencies.</p> <p>Continue to develop the role of Restorative Ambassadors in school so that children learn how to build positive relationships</p>
	2	The school places high importance on mental health and well-being and has a team of staff dedicated to helping children to regulate and manage their behaviour. Bespoke interventions are carried out in the HUB to ensure that children can be included and to avoid exclusion. Senior staff are actively involved in monitoring and supporting individuals on a daily basis to avoid potential escalation.			
	3	Pupils are involved in a range of activities which develop their understanding of keeping safe/safeguarding issues. Staff have a good understanding of Fundamental British Values (FBV) and there is evidence of FBVs throughout the school and has had this as a key priority linked to the overall school aims and ethos.			

		4	Parents consistently feedback that they are happy with the standards of behaviour and the care and safety of their children, (see parent survey).					The anti-bullying audit is shared with Governors annually	and solve conflicts independently.
		5	Children are able to articulate they feel safe, for instance during pupil voice and circle time sessions.					Internet safety day information is shared with Governors annually, the Safeguarding Governor meets with the Headteacher and pastoral Manager to audit processes to ensure that they are at least good.  Following her visit the Head of School Effectiveness Lynne Perry reported that “Staff interacted very sensitively with children who have additional needs and supported them in engaging with learning.”	Carry out annual anti-bullying audit with children from all classes.
		6	Children have an age-appropriate understanding of how to stay safe and parents are given literature and advice to support strategies to keep their children safe on line such as digital parenting and e-safety workshops have been held.						Carry out annual wellbeing audit with children, use the data generated to support children who are low.
		6	Children demonstrate high levels of independence and use the environment effectively, showing awareness of the resources and how to use them.						Carry out annual safeguarding audit.
		7	The resource children develop independence and have attended Breakfast clubs, After School clubs, mainstream lessons, the residential, school trips etc.						Carry out annual Parent Questionnaire
	<b>Behaviour and Attitudes</b>			1	2	3	4		
					✓				

**Improve Personal Development**

Area For Improvement		Summary of main activities:				Impact – How do Governors and SLT know?	Next Steps		
1	<b>To ensure that the school values of respect, aiming high and resilience weave through</b>	1	Children have weekly circles and PSHE lessons with a focus on understanding and demonstrating school values.					Pupil voice show that children understand the school values – the children’s learning behaviour can be consistently seen during learning walks and lesson visits.	Continue to weave the values through all aspects of school curriculum.

	<b>the curriculum and the daily life of the school.</b>	2	School values are included in the planning of sequences of lessons consistently.	<p>The School's SSIA Nicki White reported "the staff team at Ladybridge have strong relationships with children and as a result have a strong understanding of their individual talents, abilities, strengths and learning needs."</p> <p>Inclusive practice is reported to the Governing body and the School's Deputy Headteacher carries out the SENCO role. The school has the highest % of pupils with EHCPs and SEND than any other Stockport school. As a result inclusive practice is monitored and shared with SLT, governors and a wide range of Professionals. The School's SSIA Nicki White reported "The school support a group of children with Special Educational Needs who are supported with EHC plans. The inclusive culture and ethos ensures that these children engage in the same learning opportunities as their peers; with learning taking place in classrooms and within specialist provision."</p>	<p>Continue to work with professionals to ensure that our SEND population have bespoke education plans that promote inclusion, wide participation and an appropriate level of challenge.</p> <p>To use the outcomes of the wellbeing survey to identify children who will need support for their social, emotional and mental health.</p>
		3	The children in our resource provision are fully included in all school activities and have appropriate support and expert teaching as needed, although during covid this has not taken place as school has followed the government's guidance on keeping children in bubbles.		
		4	A termly wellbeing survey is carried out, children who have low scores work with the Pastoral Manager on wellbeing and mental health.		
2	<b>To ensure that children have the opportunity to participate in events outside school</b>	1	School received 4 rewards for participation in sport beyond the National Curriculum, children have taken part in events such as a half marathon, football matches at Stockport County and Cheadle Town.	Our success in sport is shared with the Governing Body through action plans and meetings.	Ensure that our continued success for inclusive participation continues.

		2	Ladybridge is an 'In Harmony' school, the music service teaches all KS2 an orchestral instrument and there is a school orchestra that includes all children in KS2 and their teachers. Young Carers have an individual weekly music lesson. Guitar and ukulele lessons are taught from EYFS to year 6.	During Covid restrictions the children have participated in online musical events with several other schools, with All Hallows Church and across the Local Authority. We have now started to participate in events outside of school. Governors have this reported to them at Teaching and Learning Meetings.	Continue to develop the participation of the children of Ladybridge beyond school. This is particularly the case for vulnerable children. Pupil voice shows that some of our children do not have wider experiences such as trips out even within the local area. Wow moments, trips and experiences need to be carefully mapped within the 4 year curriculum.  Further work with the Ethnic Diversity Service linking schools programme to continue in 2021-22  Work with Show Racism the Red Card in 2021-22 to develop our stance against racism that exists in the local community.  Continue to work with Stockport County, as sport providers and participation in local sport beyond school.
		3	The school choir have performed at events at the Town Hall, St. George's church, and school events.		
		4	School is developing wider community links in 2021-22 by taking part in Linking Schools Project in conjunction with the Ethnic Diversity Service.		
		5	School have a strong link with All Hallows Church and attend services to celebrate Christian festival such as Harvest, Christmas and Easter.		
		6	School has a strong link with Stockport County Football Club, team players and sports coaches work with all children every week.		
3	<b>To ensure that our children are responsible and respectful citizens</b>	1	The School Council are elected annually and meet fortnightly; they have an agenda and a voice.	The School Council have regular meetings, minutes and big ideas are shared with the Governing Body.	Continue to develop the children's wider understanding of the world

		2	The Head Boy and Head Girl are elected annually, every person in school, (staff and children), have one vote, the children represent the school at events, meet dignitaries and important visitors to school and ensure pupil voice.	The Head Boy and Girl take their role seriously, their speeches are on the website and they act as ambassadors to the school.	through elections for School Council, Head Boys and Girls, etc.	
		3	Restorative Ambassadors are trained annually to support their peers in developing positive relationships, they help children to build positive relationships and resolve conflict.	Restorative Ambassadors are trained each year, this is reported to Governors in the Headteacher's report.	Continue to train Restorative Ambassadors each year.	
		4	Children in lower KS2 achieved their Green Blue Peter badge	The class teacher reported this to the SLT as the project was undertaken.	Continue to develop a wider understanding on our impact on the world through projects like attaining a Green Blue Peter badge.  In 2021-22 there is a whole school focus on Show racism the red card.	
		5	Children are confident to report incidents of racism, bullying, homophobic behaviour etc. they expect adults and themselves to deal effectively with behaviour like this.	Reports of hate crimes such as racism are reported to the Local Authority and Governors.		
	<b>Personal Development</b>		1	2	3	4
				✓		

### Improve Outcomes for Pupils

Area For Improvement		Summary of main activities:		Impact – How do Governors and SLT know?	Next Steps
1	<b>Ofsted Comment: The attainment and progress of pupils in key stage 1 have been low for several years.</b>	1	Read Write Inc continues to be an effective way of teaching phonics. In EYFS and KS1.	In November 2021 92% of the year 2 children passed the test excluding resource and 78% passed including resource.	Continue with termly Read Write Inc development days and master classes from the Read Write Inc leader.
2		2	EYFS baseline data shows that the cohorts of children are very low on entry to EYFS. Vocabulary and Speech and language screening data show that each	The data from the EYFS Interventions shows excellent progress, this is scrutinised by Governors and the Teaching and Learning committee meeting termly.	Continue to closely monitor and review the impact of the maths approach

			<p>year over 50% of the class are below national expectations. This year 79% of the reception cohort have at least one vulnerability. Investment in training for EYFS staff including NELI, Welcomm and Tales Toolkit is impacting on the progress of those low starting points. The data shows that children make excellent progress, including those that do not achieve the Early Learning Goals.</p>	<p>Data from the interventions, starting points and exit points is scrutinised by SLT, consideration is given to transition to year 3 for children who need further support from outside agencies such as LSS or whether trained schools staff will deliver further interventions in lower KS2 such as Leicester Inference. This is scrutinised by Governors and the Teaching and Learning committee meeting termly.</p>	<p>through learning walks, books and staff meetings. Ensure new teaching staff are aware of systems.</p> <p>Monitor closely the effectiveness of Interventions for the EYFS low starters.</p> <p>Monitor the effectiveness of Interventions termly – respond to the needs of the children following termly pupil progress meetings.</p>
	3	<p>In Key stage 1 Covid catch up money is being targeted towards children with vulnerabilities, trained teachers are specifically targeting gaps in reading and mathematics.</p>			
	4	<p>Progress in KS1 is good, internal data shows that there are 25% of the current year 2 children on track for greater depth, when this cohort of children were in EYFS there were no children working at greater depth.</p>			
3	<b>Progress in KS2</b>	1	<p>Data from Pupil progress meetings show that Progress in KS2 is good, there has however been a dip for some children following the Covid-19 partial closure of school. Where negative progress can be seen, covid catch up money has been used for additional interventions. Early data shows that the Interventions are narrowing the gaps.</p>	<p>Pupil progress data and attainment is shared termly with the Governing body.</p> <p>Actions to support refugee families and international new arrivals is shared termly with the governing body.</p>	<p>Continue with weekly flicks to monitor progress in books.</p> <p>Link pupil progress data to appraisals.</p> <p>Continue to have the ambition that all non-SEND pupils achieve ARE.</p>
	2	<p>In this academic year in year 6 we have had 11 new starters this year. When the cohort is analysed there are only 3 children in the class without a barrier for learning and this cohort has gone from</p>	<p>Mobility of pupils is shared with the governing body termly.</p>		

			having one child with an EHCP to three children. In September we had 18 children, including one child with an EHCP and 28% Pupil Premium. As this is a SATs year, this is presenting us with a unique challenge in terms of preparing a more than 30% pupil increase to be ready to take exams.	Pupil progress data is shared termly with the Governing Body	impact of planned interventions  Work with services to support new arrivals.
		3	Since September 2021, 24 new children have joined Ladybridge, only 4 are in KS1, 20 are in KS2, mostly upper KS2. Most of the children are international new arrivals. This has really put pressure on the KS2 classes which are significantly larger than KS1. Support from services such as the Ethnic Diversity Service has been sought.		
4	<b>Progress for children with SEND</b>	1	The October 2021 School Profile from the census shows that Ladybridge Primary School is ranked 4 in terms of the number of pupils with Special Educational Needs compared to all other Stockport schools. There are 12 pupils with EHCPs which is 8% of the school, this is significantly higher than national which is 3%.	Following her visit, the Head of School Effectiveness Lynne Perry reported that “Staff interacted very sensitively with children who have additional needs and supported them in engaging with learning.”  The school’s SENCO Patrick Fenwick monitors SEND plans termly and updates the SEND list termly. Staff meeting time is dedicated to peer reviews of SEND plans to ensure that they are exemplary. This information is shared with Governors termly.	SENCO to attend meetings with the LA and the SENCO network to ensure that our excellent practice continues to develop.  Continue with regular peer and SENCO scrutiny of SEND plans.  Share with Governing Board termly
		2	Ladybridge is a Resource Primary school and has expertise in working with complex children. Parent voice was captured by the SENCO, this was extremely positive and was reinforced by a LA review of SEND paperwork, where parents of the school were spoken to by an LA officer.		

5		3	All pupils with SEND have a one page profile and an individual support plan that is reviewed with parents and the children termly. Individual SMART targets are set with small steps towards achievement.					
	<b>Progress for vulnerable pupils</b>	4	<p>The census taken in October 2021 shows that we have 35% of children entitled to Free School meals, this is higher than national. There are 135 pupil excluding nursery, 87 of these pupils live in the 25% most deprived areas, this is 64% of the school which is significantly higher than the LA average of 21%. We know from our relationships with parents that many of our working families are experiencing poverty even those not entitled to FSM funding. We are supporting our families by providing food, food bank vouchers, clothing etc. as well as signposting support services such as debt management, housing clothing and food banks.</p> <p>Children entitled to Pupil premium funding are identified in Pupil Progress meetings for interventions to make sure that they do not fall behind their peers. Pupil progress data shows that this is an effective use of resources.</p>				<p>The pupil premium plan is updated termly. This is shared with all Governors.</p> <p>The SLT review the effectiveness of the interventions that are needs led and therefore can change from term to term depending on the needs of the children.</p> <p>Governors have pupil progress data, including that for vulnerable pupils and are carrying out book looks and lesson visits.</p>	<p>Continue to respond to the needs of the children as they arise.</p> <p>Weekly meetings between the Head, Deputy Head and Pastoral Manager.</p> <p>Half termly Team Around the School meetings (TAS) with a range of outside agencies to ensure that support is targeted to the most vulnerable children/families.</p> <p>Scrutiny of pupil progress data to highlight vulnerable pupils for interventions including covid catch up.</p>
	<b>Outcomes for Pupils</b>		1	2	3	4		
				✓				



Improve EYFS

Area For Improvement EYFS		Summary of main activities:		Impact – How do Governors and SLT know?	Next Steps
1	<b>Outcomes for learners EYFS profile</b>	1	In 2018 Ofsted judged the EYFS as good. Subsequent rolling notes of visit support the judgment of good.	2019 GLD: 61% including resource children; 67% excluding resource children. Termly data is reported to Governing body.  Intervention data is reported to the SLT termly, children are identified for Interventions and staff are well trained to carry these out.  In autumn 2021 Governors were given a tour of the EYFS and an overview of the changes to the EYFS curriculum, they have a good understanding of the provision and the role of the adult in EYFS.	To continue with the high level of professional development in EYFS, particularly around the low baseline and poor vocabulary of the cohorts on entry.  Covid catch up money will be used (see covid recovery plan) to support the children who are below their peers.
		2	Statutory 2019 outcomes improved for the 3 <sup>rd</sup> year in succession in spite of very low starting points. The EYFS staff are skilled at identifying gaps and carrying out effective interventions that ensure good progress. There were lower outcomes in summer 2021 due to disruption from the pandemic.		
		3	The learning environment in the EYFS has improved both indoors and outside, development of the outdoor classroom with the mud-kitchen and high quality large mark making, mathematics equipment and stimulating area is impacting on both the progress of learners and the level of engagement, particularly of boys and those pupils with a low baseline.		
2	<b>Developing vocabulary in response to annual low attainment on entry</b>		The EYFS teacher Kim Goodiwn has undertaken training throughout the year on teaching maths through the mastery approach, developing vocabulary through story immersion and active learning. The Nursery Nurse has undertaken training for NELI language intervention and both have taken part in phonics training and development.	The partnership with the North West Maths HUB has been shared with governors during meetings as has the language development programme, particularly NELI which was a new Intervention last year.	Continue to enrich the EYFS through provision and appropriate professional development to ensure that children make the maximum amount of progress.  Continue with NELI intervention once baseline

					assessment has been completed.
<b>Overall Effectiveness</b>					

There has been rapid improvement across all areas of the school, the Governing Body have a better understanding about how to hold the school to account; (see GB minutes). Leaders have developed their skills to challenge and support their peers through rigorous monitoring activities. School has made progress towards and is working hard to address all of the targets that Ofsted left and targets that the school have developed in response to the changing cohorts, Covid-19, curriculum development etc. The school is making excellent progress towards the identified areas to develop.

The one voice conversation carried out by the schools SSIA at the Teaching and Learning governing body meeting; and subsequent visits to school support the progress that school has made to secure a good judgment. See Rolling Notes of Visit, One voice document and the Report from the Head of School Effectiveness.

	<b>Overall Effectiveness</b>		1	2	3	4	
				✓			

<b>Vulnerable Pupils</b>		<b>Summary of main activities:</b>	<b>Impact – How do Governors and SLT know?</b>	<b>Next Steps</b>
Vulnerable pupils including Pupil Premium will be closely monitored to ensure that they make good progress – see pupil premium plan	1	Pupil Premium plan is updated termly and shared with the Governing Body.	The Pupil premium plan is scrutinised termly by the Governing Body	Continue to use PP funding to ensure that the vulnerable cohort of children have the highest chance of success.  Continue to challenge poor attendance in the vulnerable groups.  Continue to liaise with professionals so that early help is accessed before things go wrong.
	2	The Pastoral Manager support vulnerable families with a range of professionals including Social Workers, School Nurses, Education Welfare Officers etc.	The Pastoral Manager meets weekly with the Head and Deputy Headteacher	
	3	Half termly Team around the school meetings take place with a range of professionals to ensure that vulnerable children have barriers removed where possible and additional support if needed.	Actions following the TAS meetings show that families and children are well supported, pupil progress for vulnerable children is reported to the Governing Body termly	

## Subject Development

Subject	Secure	Developing	Emerging
Art		✓	
Computing		✓	
Design and Technology		✓	
Geography		✓	
History	✓		
Languages		✓	
Maths		✓	
Music	✓		
Physical Education	✓		
PSHE	✓		
Religious Education		✓	
Reading		✓	
Science	✓		
Writing	✓		

**Secure:** We feel that we have worked on these subjects over a long period of time and outcomes for all learners are positive. The curriculum is ambitious and progressive. Enhancements continue to be made. Learning is clearly evidenced in learning walks, weekly flicks and through work scrutiny. We feel that the quality of the knowledge and skills that the children receive are at least 'good'.

**Developing:** We feel that we have done considerable work in ensuring that the curriculum in these subjects is progressive. Areas for development have been identified and subject leaders know what needs to be done to improve. Clear evidence can be seen in work scrutiny and observation exercises of very positive learning and overall outcomes are 'good.'

**Emerging:** Due to the high level of scrutiny and the development of the Ladybridge curriculum we feel that all of our subjects are at least good and none of them are emerging.

## How do we know that our subjects are Secure, Developing or Emerging?

Our subject comparison information has been gathered through a range of activities, by a range of people, these include:

- Lesson observations by SLT, Governors, School Improvement and Subject Leaders.
- Learning walks by SLT, Governors, School Improvement and Subject Leaders.
- Annual Governor subject meeting.
- Attendance at local cluster meetings and moderation/comparison with other schools.
- Weekly work scrutiny, weekly flicks by SLT and Subject Leaders.
- Governor visits, Governor committee meetings and drop ins.
- Pupil voice by SLT, Governing Body and Subject Leaders
- SSIA work scrutiny, deep dive practise and interviews with key staff
- Progress data in all classes/all subjects
- External Quality Mark – Music Quality Mark 2020/21
- Positive feedback from the Head of School Effectiveness' visit to school
- Pupil Progress shows that more children working at a higher level in all subjects
- Intervention data shows that Covid catch up interventions and typical school interventions are effective for children who are falling behind.

# Pupil Progress spring 2022

## Reception – BASELINE/SPRING RESULTS 2021-2022

### READING

Name	Baseline	Target	Spring	Summer
	3-4d	2	R D	
	0-3d	1	0-3S	
	0-3s	2	3-4S	
	0-3s	1	3-4S	
	3-4s	2	R E	
		1	0-3E	
	3-4e	1	3-4D	
	0-3e	1		
	3-4d	2	R D	
	3-4s	2	R E	
	0-3s	2	R E	
			R E	
	3-4s	2	R D	

### WRITING

Name	Baseline	Target	Spring	Summer
	3-4s	2	R E	
	0-3e	1	0-3D	
	0-3d	2	3-4S	
	0-3d	1	3-4D	
	3-4d	2	R E	
		1	0-3E	
	0-3s	1	3-4D	
	0-3e	1		
	3-4e	2	R E	
	3-4d	2	3-4S	
	0-3d	2	R E	
			3-4S	
	3-4d	2	R E	

## MATHS - NUMBER

Name	Baseline	Target	Spring	Summer
	3-4d	2	RE	
	0-3s	1	3-4E	
	3-4s	2	RE	
	3-4e	1	3-4S	
	3-4s	2	RE	
		1	0-3E	
	3-4e	1	3-4D	
	0-3e	1		
	3-4s	2	RE	
	Rec	2	RE	
	3-4d	2	RE	
			3-4S	
	Rec	2	RE	

<b>READING</b> Number of children on track to meet target	<b>WRITING</b> Number of children on track to meet target	<b>MATHS</b> Number of children on track to meet target
<b>9/13 75% (69)</b>	<b>7/13 58% (54)</b>	<b>9/13 75% (69)</b>
Number of children on track to meet Reception goals	Number of children on track to meet Reception goals	Number of children on track to meet Reception goals
<b>5/13 42% (38)</b>	<b>5/13 42% (38)</b>	<b>7/13 58% (54)</b>

## Key Stage 1 and 2

We are really pleased with the progress that the children made since September 2021. In every class in most year groups the progress is good and children are on track to meet their targets. Absence due to covid and other illnesses has affected some children's progress – year 1 writing, year 3 mathematics particularly. The data from these classes and for individual children has been forensically analysed and the interventions between now and the summer term will be allocated to those children who have gaps.

There is still some anxious behaviour in some children, (see wellbeing), in response to this we are providing targeted support through the Pastoral Manager. The 15 hours of tutoring began week beginning 15<sup>th</sup> November with children identified through pupil progress meetings; the next wave of tutoring will begin at the end of March until the end of the summer term.

## Year 1 to 6 - PAG and SPRING 2022 attainment analysis – Progress scores and attainment

Colour	Column 5 and 6
	% 6% or more above previous key stage/target ARE
	% same or up to 5% above previous key stage/target ARE
	% within 10% below previous key stage/target ARE
	% between 10% and 20% below previous key stage/ target ARE
	% more than 21% below previous key stage/target ARE

(Brackets shows % excluding resource data)

### READING

Year group	Number of children from Low on track to meet ARE	Number of children from Mid on track to meet ARE	Number of children from High on track to exceed ARE	% in MID/HIGH attain groups at end of previous <b>stage</b>	% of whole class on track to meet target (or more)	Prediction ARE+
1	2/7	8/8		61% (53)	11/17 73% (65)	10/17 67% (59)
2	2/10	8/8		50% (45)	10/18 63% (56)	10/18 63% (56)
3	2/5	9/9	1/1	83% (71)	11/15 85% (73)	11/15 85% (73)
4	8/11	10/10	2/2	50%	20/23 87%	20/23 87%
5	6/12	9/10	6/7	63% (61)	23/29 82% (79)	21/29 75% (73)
6	12/20	7/8		50% (47)	23/28 85% (82)	19/28 70% (68)

### WRITING

Year group	Number of children from Low on track to meet ARE	Number of children from Mid on track to meet ARE	Number of children from High on track to exceed ARE	% in MID/HIGH attain groups at end of previous <b>stage</b>	% of whole class on track to meet target (or more)	Prediction ARE+
1	0/7	7/8		61% (53)	8/17 53% (47)	7/17 47% (41)
2	1/10	6/8		50% (45)	7/18 44% (39)	7/18 44% (39)
3	1/6	7/8	1/1	58% (50)	10/15 77% (67)	9/15 69% (60)
4	3/11	12/12		50%	19/23 83%	15/23 65%
5	2/13	13/15	1/1	59% (57)	19/29 68% (57)	16/29 55% (57)
6	7/21	6/7		43% (38)	15/28 56% (54)	13/28 48% (46)

## MATHEMATICS

Year group	Number of children from Low on track to meet ARE	Number of children from Mid on track to meet ARE	Number of children from High on track to exceed ARE	% in MID/HIGH attain groups at end of previous <u>stage</u>	% of whole class on track to meet target (or more)	Prediction ARE+
1	2/6	9/11		69% (60)	12/17 80% (71)	11/17 73% (64)
2	1/9	9/9		56% (50)	10/18 63% (56)	10/18 63% (56)
3	0/5	6/9	1/1	75% (64)	9/15 69% (60)	7/15 54% (47)
4	6/10	11/13		11/20 55%	18/23 78%	17/23 74%
5	8/14	9/9	6/6	16/28 59% (57)	23/29 82% (79)	23/29 82% (79)
6	13/21	5/5	2/2	43% (38)	24/28 89% (86)	20/28 74% (71)

## Resource Class Pupil Progress

It is difficult to target set for the Resource class due to the complexity of their individual needs, all of the children are making progress and the classroom is purposeful and set up to meet the needs of the 9 children from EYFS to year 6.

## READING

Name	Current Year	EYFS	Y1	Y2	Y3	Y4	Y5	Target	Autumn	Spring	Summer
	R									B3 E	
	1							1M	1E	1E	
	1	30-50d						PS2 20%	30-50d	PS2 33%	
	2		1BL					PS2 70%	PS2 59%	PS2 59%	
	2	30-50e	PS2 8%					PS2 70%	PS2 21%	PS2 44%	
	3	22-36d	PS2 41%	PS2 67%				PS3 20%	PS2 69%	PS3 8%	
	3	22-36d	PS1 58%	PS2 31%				PS2 50%	PS2 31%	PS2 35%	
	5	30-50e	PS5 25%	PS8 15%	1E+ 46%	1E+ 54%		1M 20%	1E+ 56%	1E+ 58%	
	6				2E 47%	2M 46%	2M 69%	3E 20%	2M 73%	2M 76%	

## WRITING

### LOW ATTAINMENT GROUP

Name	Current Year	EYFS	Y1	Y2	Y3	Y4	Y5	Target	Autumn	Spring	Summer
	R									B3 E	
	1							1M	1E	1E	
	1	30-50d						PS1 60%	30-50d	PS1 77%	
	2		1BL					PS2 60%	PS2 43%	PS2 45%	
	2	22-36e	PS1 63%					PS2 20%	PS1 65%	PS2 21%	
	3	22-36s	PS2 47%	PS2 62%				PS3 20%	PS2 64%	PS3 27%	
	3	16-22s	PS1 74%	PS2 38%				PS2 50%	PS2 40%	PS2 53%	
	5	30-50e	PS6 31%	PS7 48%	1E+ 7%	1E+ 39%		1M 20%	1E+ 41%	1E+ 46%	
	6				1E 62%	1E+ 70%	2M 12%	2M 50%	2M 21%	2M 27%	

## MATHS (Number)

### LOW ATTAINMENT GROUP

Name	Current Year	EYFS	Y1	Y2	Y3	Y4	Y5	Target	Autumn	Spring	Summer
	R									B3 E	
	1							1M	1E+	1E+	
	1	30-50d						PS2 20%	30-50d	PS2 37%	
	2		1BL					PS3 50%	PS3 15%	PS3 15%	
	2	22-36e	PS2 29%					PS3 20%	PS2 77%	PS3 17%	
	3	30-50d	PS3 27%	PS3 58%				1E 20%	PS3 60%	PS3 77%	
	3	22-36d	PS3 4%	PS3 56%				1E 20%	PS3 67%	PS3 79%	
	5	22-36d	PS7 10%	PS8 69%	1E+ 6%	1E+ 30%		1M 20%	1E+ 38%	1E+ 40%	
	6				1E 73%	2M 0%	2M 16%	2M 50%	2M 19%	2M 24%	

### READING

Number of children on track to meet target

**5/9 56%**

### WRITING

Number of children on track to meet target

**5/9 56%**

### MATHS

Number of children on track to meet target

**6/9 67%**