

Wheeler's Lane Primary School



Self-Evaluation and
School Improvement Plan
2019 – 2020

Vision

Wheelers Lane Primary School 'A community of inspiration, aspiration and enrichment.'

School Aims

Wheelers Lane Primary School is a caring school where we want everyone to feel safe, secure and happy, where there is a sense of belonging and community.

We are a school that:

- Aims high
- Rises to the challenge
- Celebrates success

Everyone in school aims to:

- Create a bright, happy and stimulating environment where everyone is encouraged to develop a love of learning, independence and creativity.
- Provide learning experiences that meet the needs of individuals and have high expectations for all.
- Foster positive attitudes and caring relationships based on mutual respect.
- Celebrate the differences which make us all so diverse and which enrich our school.
- Equip our children with the necessary knowledge, skills and attitudes to achieve success, become lifelong learners and active citizens.
- Work in partnership with parents, carers and the community.

Context of the school

Wheelers Lane Primary is a 3-form entry primary school with a nursery. There are 682 children on roll including nursery. The children come from a range of backgrounds; 73% have English as their first language with the remaining 27% speaking one or more of 28 different languages. 28% of children are in receipt of pupil premium funding. 11% of children are identified as having SEND and 5 of these children have an Education Health and Care Plan or Statement. (Autumn Census 2019) The Leadership structure is regularly reviewed and from September 2019 includes the Leadership Team (Head Teacher, Deputy Head and three Assistant Heads), Upper Leaders (Maths Lead, English Lead, Pupil Premium Lead for EY and KS1 and Pupil Premium Lead for KS2) and Middle Leaders (Computing Lead, Interventions Lead, PSHE Lead and Senior Office Leader). One AHT is an SLE working with the Colmore Teaching School Alliance.

A broad and balanced curriculum is in place and the school uses Frog for assessment, based on the 'Step Up' assessment tool which was created with local schools and the Colmore Teaching School Alliance.

The school is part of a group (STEP) with 2 local primary schools and 4 local secondary schools, we work together to improve outcomes for all of our children. We have all been peer review trained and have a programme of reviews and action plans in place which includes all seven schools. Peer Reviews took place in June 2015 with a focus on curriculum and assessment, March 2017 focusing on Key Stage 1 and pupil premium and March 2019 focusing on Writing.

Rationale

The School Self-Evaluation reflects the needs identified through monitoring and evaluation, consultation with staff, parents and carers, children and governors as well as our Ofsted inspection (June 2018)

The priorities in the School Improvement Plan reflect the needs identified.

The School Improvement Plan is outcomes driven i.e. we identify our targets for the year and the success criteria for achieving them. Staff in school plan actions which enable achievement of the success criteria and targets.

The areas for improvement are based on the four main areas from the Ofsted framework:

- ◆ Quality of Education
- ◆ Leadership and Management
- ◆ Personal Development
- ◆ Behaviour and Attitudes

Each curriculum area leader will develop an action plan for their area; these form an appendix to the School Improvement Plan.

A SWOT analysis was carried out by staff using parent, pupil and staff questionnaires; end of year data; pupil premium strategy; behaviour records and our Ofsted report.

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Threats</u>
<p><i>(Achievements and good practice to be sustained and shared.)</i></p> <ul style="list-style-type: none"> • Having supportive phase leaders. • Happy workforce who work together as a community. It is a safe environment where you can seek advice and share teaching ideas. • SLT really care about staff and pupil wellbeing and staff are happy working at this school. • Teachers have a better understanding of the writing moderation process meaning that judgements are more accurate. • Extra-curricular opportunities, sporting events and competitions, quizzes and Maths competitions taken place in the local community • PP Data Trend - There is a reducing PP gap • Overall parent comments are positive and reflect the nurturing nature of the school and staff. • A wide range of opportunities such as Vision Day and themed weeks. • Teaching is good there are great opportunities for engaging lessons throughout school. 	<p><i>(Identified issues that need to be addressed through the SIP or co-ordinator action plans)</i></p> <ul style="list-style-type: none"> • External Reading data for KS1 and KS2 have both dropped from percentages last year. KS2 reading is below national • Reduction in support staff has means less additional support in class and through interventions. • Budget constraints have led to reduced resources and curriculum opportunities. • Inconsistency across the school with implementation of policies. • Mental health of children with specific needs. 	<p><i>(Internal and external factors which could impact positively on, or support, school improvement)</i></p> <ul style="list-style-type: none"> • Use volunteer parents more people present in classrooms to improve the behaviour and progress of children. • Teachers supported with being creative with the curriculum. • Developing the curriculum further and constant development of inspiring and enriching activities, community links, allotment, outdoor learning, forest classroom etc. • Continue to develop an inspirational element to each assembly throughout school. • Develop the use of the library lunchtimes, displays, reading for pleasure. • To develop our community within school further with more opportunities to work across Phases and Key Stages. • Working as a team and supporting each other with challenging children to ensure all children succeed. 	<p><i>(Internal and external factors which could impact negatively on, or prevent school improvement)</i></p> <ul style="list-style-type: none"> • Budget constraints – this could have a negative effect on subjects such as Science and Art where many resources are consumable. • Less support staff due to budget cuts may impact on the children's progress and attainment • Ensuring that all staff feel supported, respected and are treated fairly. We all need to feel appreciated and 'checked in' on, regardless of position in school. • The number of pupils with complex needs is increasing making it more difficult to meet their needs and distribute support staff. • More time and resources are being used on the small number of children who have high level behavioural needs. This impacts the rest of the class and the attainment of others.

Quality of Education	
Grade Judgement: Good	
Strengths	Areas for Development
<ul style="list-style-type: none"> • Phonics is on an upward trend and is above national average. • Attainment at Key Stage 2 is in line with or above national average for Expected in Maths. • Progress from Key Stage 1 to Key Stage 2 is in line with national average in Reading and Maths. • Attainment at Key Stage 1 is broadly in line with national averages. • Good progress in EYFS from low starting points. • All children make good progress from their starting points within lessons and over time, evidenced through data, lessons and books. • High expectations of all staff and children in lessons. • Positive climate for learning in all classes ensures children are engaged. • Regular assessment and moderation ensure learning is appropriately pitched to meet learners' needs. • High quality verbal feedback in lessons enables the children to make progress. • The school enriches the curriculum through a variety of quality, memorable experiences. 	<ul style="list-style-type: none"> • All end of Key Stage attainment and progress data to be in line with or above national averages and further reduce the gap between disadvantaged and non-disadvantaged children. • Support teachers to improve the quality of their teaching through specific targets and personalised CPD. • Refine and develop systems for measuring progress. • Secure a coherent and sequenced curriculum journey in all subjects across school, within year groups, within topics and in individual lessons. • Raise the profile of reading across school.

Behaviour and Attitudes

Grade Judgement: Good

Strengths

- Children's behaviour is good and school staff have high expectations that are commonly understood by staff.
- There are consistent routines in school, consolidated using visual timetables.
- Staff and leaders have created a positive environment where bullying is not tolerated and if it does occur it is dealt with swiftly.
- Attendance is rising and persistent absentees have reduced based on last year's figures.
- Children take pride in their achievements with a high level of celebration within school. This supports children to feel positively about their education.
- Relationships in our school community are both positive and based on mutual respect. Pupils feel safe at school and feel that they can talk to staff.

Areas for Development

- All staff, including leaders, need to implement the behaviour policy consistently for all children – particularly those with complex needs.
- Children who have fixed term and internal exclusions need to be supported well with reintegration.

Personal Development	
Grade Judgement: Good	
Strengths	Areas for Development
<ul style="list-style-type: none"> • A wide range of opportunities are offered to the children, beyond the academic including: themed weeks, trips and visitors in school, the use of sports premium funding to provide additional opportunities for physical activity, lunchtime and after school clubs, forest classroom. • School enhances the children’s spiritual, moral, social and cultural development well: RE and PSHE curriculum, behaviour policy, restorative justice and code of conduct, RRSA, assembly themes, work through the vision on community, celebration of festivals. • Healthy lifestyles are encouraged through curriculum topics and themed weeks. • Children’s talents and interests are encouraged through opportunities in school: sports events, talent competitions, assemblies, JLT leadership, Eco Warriors, Enterprise group, fund raising. • Pastoral support given daily across school from class teachers, TAs, SLT, support staff. Outside agencies work with the school supporting the needs of the children. • Positive results from pupil questionnaires and observations show children learn how to respect each other and understand there are differences and similarities between them. • 96% of parents feel their child is well looked after, 95% agree the school meets their child's needs and that the school provides a good range of extra-curricular activities 	<ul style="list-style-type: none"> • Ensure all children have the opportunity to take part in extra-curricular activities. • Spiritual development – increase opportunities to develop spirituality e.g. through a greater awareness of all religions, meditation, mindfulness. • Further embed the language and understanding of British Values. • Further develop understanding and respect for the different protected characteristics as defined by law.

Leadership and Management	
Grade Judgement: Good	
Strengths	Areas for Development
<ul style="list-style-type: none"> • Clear and ambitious vision which drives decision making. • Leaders aim to ensure all children complete their programmes of study. • Leaders engage effectively with children and families. • Leaders engage well with staff and consider the pressures they are under and workload when making decisions. • Governors carry out their statutory duties effectively. • Governors understand and carry out their role effectively. • There is an effective and robust safeguarding culture. 	<ul style="list-style-type: none"> • Develop expertise and knowledge of subject leaders. • Strengthen community links ensuring all engagement is focused and purposeful. • Increased focus and support for improving subject, pedagogical and pedagogical content knowledge. • Governing body training and development relating to new Ofsted framework and level of Governance experience.
Overall effectiveness: Good	
Each area has been evaluated as good.	

Progress on previous inspection key issues

Previous inspection: June 2018

Outcome: good

School Improvement Priority Area identified by Ofsted.	Intent By July 20	Implementation	Impact
Disadvantaged children' skills, particularly in writing, are developed further to match those achieved in reading and mathematics.	Monitoring and evaluation will show that disadvantaged children's skills in Writing will be comparable to those in Reading and Maths. Outcomes for disadvantaged children in Writing will be in line with Reading and Maths at the end of each Key Stage and year group. Specific writing skills will be planned and taught in all lessons involving writing.	Teachers will plan for and teach specific writing skills to address gaps in English lessons and across the curriculum. Teachers will use CTG to address areas which need further targeting and/or revision. Increased adult focus for disadvantaged children in lessons – verbal feedback, targeted questioning etc. Short term (maximum 2 weeks) writing targets for all disadvantaged children to address gaps. Specific, time limited Writing interventions where appropriate. Monitoring – books, assessments, teaching, pupil voice, planning. Focused year on year comparisons for each cohort and individual children to monitor how gaps are reducing. Specific support for individual teachers to develop their teaching of writing. CPD for all staff on developing writing skills at all levels. Pre-Key Stage targets will be used to support progress where needed.	
The quality of children' writing improves, including the accuracy of spelling, and is sustained throughout the school so that	Monitoring and evaluation will show that the teaching and learning of spelling is applied in all lessons and books.	No Nonsense Spelling will be used consistently across KS2 to teach spelling patterns and to review and revise previous learning. Letters and Sounds will be used in EYFS and KS1. Adult focus during all lessons on application of spelling patterns learned through modelling, feedback etc.	

<p>more children achieve higher standards.</p>		<p>Children with specific spelling needs will be identified with appropriate support planned and implemented. Teachers will identify specific gaps in spelling knowledge for individuals and groups and provide appropriate tasks or support to address them. Editing sessions will include a specific spelling focus.</p>	
	<p>Monitoring and evaluation will show that children are inspired to write as a result of planned creative and purposeful writing opportunities, as well as the celebration and high profile of quality writing. Outcomes for children in Writing will show an improvement across the school, including an increase in those achieving GDS.</p>	<p>Exciting and engaging writing opportunities planned and taught across the curriculum. Opportunities will be planned for children to make decisions about the content and format of their writing. Inter-house writing competition in the autumn term. Quality writing across the curriculum will be celebrated through Twitter, Writing displays, celebration assemblies. Teachers will use quality resources as stimuli for writing as well as the children's interests. Higher level writing skills will be specifically taught along with exposure to higher quality texts as models for GDS. Children securely achieving expected will be targeted for GDS. Real-life opportunities for writing will be used regularly e.g. invitations to class assemblies, letters/emails to trip venues etc. Scaffolding for editing will be planned relating to individual or group needs e.g. Appropriate year group spellings, specific skills to address gaps etc.</p>	
<p>All adults have consistently high expectations of children's presentation in books and develop</p>	<p>Monitoring and evaluation will show consistently high-quality work in children's books, high expectations for presentation and children taking pride in their work.</p>	<p>Cursive writing script will be taught from Reception. Continuous cursive writing script will be used and modelled by all staff.</p>	

<p>a greater consistency in the quality of children' work.</p>	<p>Presentation will improve on the previous year's books.</p>	<p>CPD for all staff on handwriting and presentation in September 2019. Signs and labels around school will model the continuous cursive or pre cursive script as appropriate. Basic expectations for presentation in all books will be taught and regularly revisited. Expectations for presentation will be the same in all subjects. Specific targets and time limited support for children where presentation needs improvement. Consistent procedures for editing and use of gold books will be implemented.</p>	
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Leadership and Management

The effectiveness of Leadership and Management in this school is good.

Leaders have a clear and ambitious vision for providing high-quality education for all children. This is realised through strong, shared values, policies and practice.

Leaders aim to ensure that all children successfully complete their programmes of study. A programme of INSET is planned each term with contributions from staff and links made to SIP priorities. Good practice is shared via specific INSET sessions as well as peer observation, videos and discussions. Staff regularly reflect on their practice with colleagues and leaders. They are encouraged to take risks and trial innovative practices to maximise learning opportunities for all children's needs, outcomes are then shared and good practice spread.

There is an inclusive culture where gaming or off-rolling is not allowed.

Leaders engage effectively with children and others in the school community including parents and local services.

Leaders engage with staff and are aware of and take account of the main pressures upon them. Workload, both current and potential, is considered when making decisions. Leaders are realistic and constructive in the way they manage staff. Staff mental well-being is supported through coaching, mentoring, counselling and leaders' availability.

Leaders protect staff from bullying and harassment following local authority procedures and seeking expert advice or mediation where concerns are raised.

The school has a strong safeguarding culture. Procedures are in place for the quick identification of children and families where Early Help may be needed. Children and families are supported through in school provision as well as outside agencies where school cannot support needs. Safer recruitment procedures are strictly followed, and procedures are in place and used well to deal with allegations about adults who may be a risk to children.

Governors ensure that the school fulfils its statutory duties including safeguarding. They understand their role and carry it out effectively to support and challenge leaders. Governors ensure the school has a clear vision and use it to inform their decision making.

School Improvement Priority Area (relating to Ofsted Criteria)	Intent	Implementation	Impact
<ul style="list-style-type: none"> Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and appropriate use of assessment. 	<p>Subject leaders will have secure understanding of their subject including subject, pedagogical and pedagogical content knowledge.</p>	<p>CPD for subject leaders of foundation subjects focused on new Ofsted requirements and increasing subject and pedagogical knowledge. Could include: coaching, mentoring, work with leaders in other schools, personal research, support from experienced leaders, external training.</p>	
	<p>Subject leaders will have a clear vision for their subject with the intent, implementation and intended impact in place and used consistently by all staff.</p>	<p>SLT to work with subject leaders to audit and plan for their subject. Framework for the curriculum devised and used by subject leaders. Clear curriculum overviews showing progression of knowledge and skills produced and used by staff when planning. Curriculum overviews published and shared on the school website. Consistent and clear policies, expectations and practice will be produced and in place for all curriculum subjects.</p>	
	<p>A range of CPD opportunities, both internal and external, will support the development of subject and pedagogical knowledge of teachers.</p>	<p>Staff to audit their own subject and pedagogical knowledge to identify areas for development. Subject specific INSETs planned for spring term. Coaching, mentoring, video analysis, peer observation, observation of external experts in school, personal research available to support areas for development.</p>	
<ul style="list-style-type: none"> Leaders have strong, shared values, policies and practice. 	<p>Further embed our school vision into policy and daily practice.</p>	<p>Leaders at all levels to consistently act as role models for the school vision and support staff to put it into practice. The vision and values will be regularly revisited with staff and children.</p>	

		<p>All staff will exemplify the vision in their daily practice and consider it when making decisions for their class and teaching.</p> <p>The vision will be included in and used to inform all policies and procedures in school.</p> <p>Vision teams will work together to plan activities, events and support for their area.</p>	
<ul style="list-style-type: none"> • Leaders enable children with SEND to complete their programmes of study. 	<p>Children with SEND will have equal access to a broad, balanced and accessible curriculum.</p> <p>Staff will plan appropriate provision for SEND children across the curriculum to enable them to achieve well.</p>	<p>Interventions will be time-limited, flexible and relate to the curriculum, to ensure children with SEND receive their full curriculum entitlement.</p> <p>Staff will receive support from leaders, UPS teachers and other experts in school to do this effectively.</p> <p>Monitoring of books, planning and teaching with a focus on SEND children for foundation subjects. Feedback and support will be provided where needed.</p>	
<ul style="list-style-type: none"> • Leaders engage effectively with the school community. 	<p>Further develop community engagement and involvement in school activities.</p> <p>All community activities will have a clear purpose that supports outcomes for children.</p>	<p>Specific engagement opportunities with parents and carers planned across the school increase engagement and support learning across the curriculum.</p> <p>Staff will use informal opportunities daily to build positive relationships with parents and carers – leaders will provide support where this is an area to develop.</p> <p>Activities with the wider school community linked to the curriculum will be planned in all year groups.</p> <p>The community vision group will plan whole school opportunities and provide guidance and support for staff.</p>	
<ul style="list-style-type: none"> • Governors will ensure the school fulfils its statutory duties. 	<p>Governors, particularly those who are new or less experienced, will have a clear understanding of the school's statutory duties.</p> <p>Governors will hold leaders to account for fulfilling their statutory duties and the quality of education.</p>	<p>Training for new and less experienced Governors on statutory duties.</p> <p>Focused Governor activities including meetings, school visits and time with school leaders.</p> <p>Regular presentations or reports for Governors from leaders across school.</p>	

	Governors will be well informed having a good knowledge and understanding of the school, its priorities and progress towards them.	Challenging conversations with leaders holding them to account for their areas of responsibility.	
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Personal Development

The quality of personal development, behaviour and welfare in this school is good with some elements that stand out.

There are clear policies in place to ensure the safety and welfare of children and staff, these policies are followed and implemented on a daily basis. Children have a positive attitude to learning and enjoy coming to school. The school pupil questionnaires show that children know who to turn to for help and feel teachers help them to do their best. Children and staff have a pride in learning, themselves and the school which is always commented on from visitors to the school. Pupil and staff knowledge of behaviour and safety practices is good; these are used as circle time topics; including e-safety and anti-bullying. During these times children discuss and debate issues in a considered way, showing respect for others' ideas and points of view. By completing the work on Children's Rights, the children have shown a greater understanding of their rights and the rights of each other. Internet filtering and monitoring systems ensure that appropriate material is viewed online. There is an Anti-bullying week each year to further develop the children's understanding. Classroom observations and behaviour logs show that it is rare for low-level disruption to occur and where there are incidents, school policies are followed and are successful in reducing these incidents.

Parents feel that their children are safe in school and comment on the welcoming environment around school from both staff and children. Parent voice questionnaire reported that 97% of parents feel their child is happy, safe and well looked after at school.

The teaching of RSE and PSHE is planned for each year group and builds an understanding of relationships and staying safe. We are developing the use of the Rights Respecting Schools into our curriculum with particular links across the PSHE. Year 5 and 6 children also receive additional support from the NSPCC which discusses how to stay safe and the help that is available. Year 5 currently complete the Value vs Violence programme developed by Birmingham City Council. Staff have had training on the delivery of these resources. Many of our themed weeks have focused on the social and emotional needs of children, assemblies and PSHE also develop this. Our educational visits procedures are robust and follow the L.A. guidelines, ensuring inclusion and safe learning environments outside of school. Staff receive regular updates on Keeping Children Safe in Education which includes training on personal safety and the wellbeing of all children.

School Improvement Priority Area (relating to Ofsted Criteria)	Intent	Implementation	Impact
<ul style="list-style-type: none"> Children are prepared for life in modern Britain, they show a greater understanding of British values and respect differences in each other and celebrate things we have in common 	<p>Children can confidently talk about the values of democracy, rule of law, individual liberty, tolerance and respect. Greater awareness of similarities and differences are evident through class discussions.</p> <p>Children understand and take part in class and whole school voting and complete the class code of conduct.</p> <p>Children work together on class and whole school projects through the curriculum and extra- curricular events.</p>	<p>All staff will be responsible for the implementation by delivering the PSHE curriculum and addressing any matters that come up.</p> <p>Class teachers will make links to British values in history topics.</p> <p>Class teachers will work with the children in their class to create a class code of conduct. Staff and children will continue to display the UN Rights of children and refer to them regularly e.g. assemblies, circle time, literature.</p> <p>There will be time allocated on the class timetable for Class Council and Circle time. JLT members and house captains will be democratically elected.</p> <p>Children will be given the opportunities to share their views on school matters and the wider community.</p> <p>Assembly themes will be followed by all staff, they cover national events, religious festivals and support children in their moral and spiritual development.</p> <p>Links to world events and news will be made through assemblies, school celebrations and Newsround for primary aged children.</p> <p>Children will take part in class debates. Staff, children and parents will take part in fund raising events for the school and for external charities.</p>	

<ul style="list-style-type: none"> • Children engage with views, beliefs and opinions that are different from their own, showing respect for different protected characteristics as defined by law 	<p>Children have a greater awareness of the opinions and beliefs of others and can listen to others respectfully and share their own thoughts sensitively. (Observed in class discussions/debates and in less formal situations e.g. playground).</p>	<p>This will be implemented through the delivery of the PSHE curriculum including stories and lessons from No Outsiders. Staff will participate in training and updates in this area.</p> <p>A wide range of topics will be covered through assembly themes.</p> <p>All staff will deliver the RE curriculum and give the children the opportunity to listen, share and reflect.</p>	
<ul style="list-style-type: none"> • Enhance children’s spiritual development 	<p>Children will participate in opportunities to enhance their spiritual development.</p>	<p>Class timetables are to include time for reflection, mindfulness and meditation. Assemblies and collective worship will include time for reflection.</p> <p>Yoga opportunities in P.E. curriculum.</p> <p>Summer term themed week –healthy minds/healthy bodies.</p> <p>Assemblies to cover different religions – reflecting our community.</p> <p>Celebration of festivals from different religions.</p>	
<ul style="list-style-type: none"> • Develop resilience and strength of character for all children 	<p>Children will develop strategies to cope with situations at home and school, to manage their own well-being, to form positive relationships and to overcome obstacles. (Observed daily in class and in the playground, teacher /phase leader conversations, parental communication)</p> <p>School records will show improved relationships</p>	<p>All staff to build positive relationships with children and their families through informal conversations and formal planned opportunities.</p> <p>All staff to deliver the PSHE curriculum which includes managing stressful times and coping strategies.</p> <p>Mentoring will be offered as needed.</p> <p>Continue home school links with families and make new ones with children new to our school.</p> <p>Teachers and phase leaders will communicate regularly.</p> <p>Class council and circle time will take place regularly.</p> <p>There will be opportunities for monitor roles and leadership roles in class and</p>	

		<p>across school. A buddy system will be established across school.</p> <p>There will be continued opportunities for children outside the classroom: breakfast club, lunchtime club, forest classroom, garden club, outside agency support, play therapy, educational visits.</p> <p>Junior Award Scheme for Schools (Year 5)</p> <p>Resilience in daily discussions, whole class, group and 1:1 and assembly themes.</p>	
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Quality of Education

The quality of education in this school is good with some elements that stand out.

Teachers use effective planning with the end in mind to ensure that children learn well and provide opportunities for learning to go deeper. Secure subject knowledge is used to sustain children's interest and challenge their thinking.

Time is used productively in lessons to ensure that children are proactive learners. Children are encouraged to discuss their learning with their peers, and as a whole class, and teachers question learners skilfully and in a timely manner to deepen their knowledge. Teachers and teaching assistants reinforce behavioural expectations and set clear tasks that challenge children.

Teachers are determined that children achieve well. Children are given sufficient time to review their learning and develop further. They consistently reflect on previous work and respond to teacher comments. Teachers follow the feedback and marking policy, providing verbal and written feedback that is specific, relevant and centred around moving children' learning forward. Children use this feedback well and are clear on what they need to do to improve. Teachers tackle misconceptions through careful observation, engaging in conversation to build on children' strengths. Children falling behind are identified and supported. Post tutoring sessions ensure that pupil misconceptions are corrected through the practice of key skills. Children support the learning of others also. Learning buddies are used within classrooms and across key stages on a regular basis to consolidate key skills in mathematics, reading and writing, and deepen their understanding. Learning buddies create skill-based video clips to further support learning across the school.

Children are encouraged to learn from their mistakes and become resilient learners who are keen to find out more information, both in the classroom environment and through extra-curricular and enrichment activities. Teachers expect, and encourage, positive learning attitudes and create an environment where children can grow.

Parents are provided with accurate information on a regular basis about how well their child is progressing in relation to the standards expected, along with what their child needs to do to improve. Homework set is appropriate to age range and ability. It is designed to both consolidate learning and deepen understanding, along with preparing them for work to come.

Reading, writing, communication and mathematics are developed across the curriculum. Themed weeks are designed to inspire and enrich children, encouraging them to have high aspirations for the future, along with equipping them with necessary skills to make further progress. Teaching strategies reflect and value the diversity of children's experiences and provide children with an understanding of people and communities beyond their immediate experience.

The teaching of key skills including phonics, SPaG, and modelled writing is consistently good. Innovative methods have been introduced to impact directly on teaching and learning, which include teaching backwards across the curriculum with WOW starters and grand finales, and 'going deeper and deeper still' in mathematics.

Teachers and teaching assistants are constantly striving to improve through a supportive environment. Teachers and teaching assistants engage in professional dialogue about how to develop practice. A peer observation system allows for teachers and teaching assistants to observe colleagues based on professional needs and engage in post-observation debriefs to discuss practice. Sharing Good Practice Insets allow members of staff to share strategies centred around the School Improvement Plan, which can be implemented across school. Teachers are given individual support to improve practice in four key areas: challenge, feedback, independence, engagement.

Professional development is having a positive impact on teaching and children's learning. Teaching is consistently strong across the school. Lesson observations, book scrutinies and data are triangulated to ascertain the quality of teaching and children's learning, as well as other monitoring information collected such as pupil voice.

The outcomes for children in this school are good with some elements that stand out.

Across almost all year groups and classes and in a wide range of subjects, including in English and mathematics, children make consistently strong progress, developing secure knowledge, understanding and skills, considering their starting points.

In a wide range of subjects, the progress of disadvantaged children and children who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other children with the same starting points.

Children read widely and often, with fluency and comprehension appropriate to their age. A very large majority of children in Year 1 achieve the expected standard in the national phonics check.

Children are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can frequently hold thoughtful conversations with each other and adults.

Almost all the data for Reading, Writing and Maths across school is improving for disadvantaged pupils, where it is not, action is being taken to further target these areas.

Attainment of almost all groups of children is in line or above national averages, if below these, action is being taken to improve towards national averages.

The percentage of children achieving expected standard in Reading, Writing and Maths combined when they leave Wheelers Lane Primary School is above the national average.

School Improvement Priority Area (relating to Ofsted Criteria)	Intent	Implementation	Impact
<ul style="list-style-type: none"> All staff consistently use a rigorous and clear assessment system that impacts positively on the quality of teaching, progress and attainment. 	Attainment and progress in nationally published data is in line with, or above, national averages	Employ a range of monitoring strategies (including pupil progress meetings, observations, book scrutinies, learning walks, formal assessments and moderation) to ensure systems are robust and consistent. Feedback and support will be provided where needed. Quality first teaching will be provided by all teachers for all children.	
	Progress across the year in Maths, Reading and Writing will be at least expected for all children.		
	Across all year groups the data for RWM for disadvantaged children to improve	Targeted intervention programmes for vulnerable groups of children will be undertaken with significant improvements seen during the intervention and sustained in class-based work. Implement strategies to enhance learning for disadvantaged children using latest research. Evaluate and	

		review regularly to ensure there is a positive impact.	
	Assessment of attainment and progress is refined and developed to ensure and consistent and effective approach that impacts on pupil outcomes	Implement new strategies for assessing progress across school through researching and trialling the most effective approaches.	
	All teaching and learning will be good or better; teachers have high aspirations for progress and attainment for all children.	Use insets, video analysis, peer observations, coaching and individual support to develop quality first teaching.	
<ul style="list-style-type: none"> Embed an ambitious curriculum designed to give all children a broad and balanced education. 	All subject leaders are empowered to ensure that the school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge, and skills for future learning.	ULT to implement whole school approach for each curriculum area.	
	Subject leaders secure a coherent and sequenced curriculum journey in all subjects across school, within year groups, within topics and in individual lessons.	Vision for curriculum to be shared with subject leaders alongside training on new requirements of Ofsted. Subject leaders to implement new approaches for their areas across school.	
	The school delivers a broad and balanced curriculum from Reception to Year 6. This includes all subjects, in all year groups, for all children.	ULT and subject leaders to collaborate on implementing a sequenced learning journey.	
	Monitoring and evaluation will show that children enjoy learning and have had a range of creative and inspirational learning experiences.	School leaders, including JLT, will monitor pupil voice using a range of strategies including conference and questionnaires with a focus on the school vision. Feedback and support will be provided where needed.	
<ul style="list-style-type: none"> Children will have a love of reading and be equipped with a range of strategies to 	Pupil have a joy of reading as a result of a reading for pleasure approach that is embedded effectively.	Questionnaires at the start and end of year to measure changes in attitudes to reading.	

<p>enhance their reading experience.</p>		<p>Develop use of the library and timetabled reading opportunities to encourage reading for pleasure.</p> <p>Use a range of tools to engage children with reading e.g. websites, social media, drama.</p> <p>Staff will be role models for reading for pleasure inspiring children to want to read more.</p> <p>Challenging and engaging texts will be used across the curriculum to expose children to a variety of reading materials and genres.</p>	
	<p>The teaching of reading is consistent across school using specifically selected strategies to challenge all children in all year groups.</p>	<p>Research amalgamated on the variety of approaches to teaching reading across school.</p> <p>Appropriate strategies for teaching reading selected and implemented with a consistent whole school approach.</p> <p>Inset time used to implement across school.</p> <p>Regular monitoring through learning walks, observations and pupil voice with feedback and support provided where needed.</p>	
	<p>Progress in Reading will be at least expected for all children.</p>		
	<p>Attainment in Reading will be in line with national averages in KS1 and KS2.</p>		

Behaviour and Attitudes

Behaviour and attitudes are good within school, both children and adults have high expectations of the daily behaviour and conduct expected. There are clear policies in place to ensure the safety and welfare of children and staff, these policies are consistently followed and implemented on a daily basis. The school has a clear policy for Anti-bullying (including cyber bullying and prejudice-based bullying) which is shared regularly with staff, parents and children, through circle times and assemblies. Issues are addressed, and our Learning Mentor is used effectively to support pastoral needs the children may have -particularly in dealing with conflict, self-esteem and during transition. The behaviour policy is regularly reviewed to support the embedding of the restorative justice approaches and have a clearer approach to consistently dealing with low level incidents reported on the classroom behaviour logs.

The majority of children have consistent attendance and punctuality. Children are punctual and prepared for lessons, they are ready to learn. Children value their education. Few are absent or persistently absent. No groups of children are disadvantaged by low attendance. The attendance of children who have previously had exceptionally high rates of absence are showing marked and sustained improvement. This is through the support of a dedicated attendance officer employed by the school who has supported the school to focus on families and support the improvement of attendance in co-ordination with our school mentor. The consistent use of Spotlight has had a positive impact on the school's overall attendance and with the addition of targeting late children's parents with information about the long-term impact lateness has on learning. We celebrate attendance weekly with many rewards in place for high achieving classes, we have a focused attendance week.

Children and staff take pride in their learning, themselves and the school which is always commented on from visitors to the school. Children and staff's knowledge of behaviour and safety practices is good; these are used as circle time topics; including e-safety and anti-bullying. During these times children discuss and debate issues in a considered way, showing respect for others' ideas and points of view. Classroom observations and behaviour logs show that it is extremely rare for low-level disruption to occur and where there are incidences, school polies are followed and successful in reducing these.

Parents feel that their children are safe in school and comment on the welcoming environment around school from both staff and children. With the parent voice reporting that 98% of parents feel their child is happy, safe and well looked after at school. An additional questionnaire focusing specifically on lunchtime shows some improvement in how children view safety at lunchtime, with the number of recorded incidents reducing since last year. It has supported the tailoring of the training that Lunch Time Supervisors have received based on the needs of the children.

The implementation on a restorative justice approach for dealing with children's conflict ensures that children are prepared to be reflective about and responsible for their actions as good citizens. It is creating a consistent approach that all adults use in school and supporting the children to develop essential skills to deal with conflict.

Although the school does use fixed term exclusions, the number of children receiving such measures has reduced compared with last year's figures. Fixed term and internal exclusions are used where it is felt appropriate to support the safety of staff and children. School seek the support from the local authority exclusions team and follows the clear guidelines. This year we have developed a behaviour panel which includes senior staff, the exclusions team and other outside agencies, to discuss children with complex needs and how to best support them at school.

School Improvement Priority Area (relating to Ofsted Criteria)	Intent	Implementation	Impact
All staff will have consistently high expectations of behaviour, children's attitude to and behaviour towards	Monitoring and evaluation will show that staff implement the behaviour policy consistently. Children's behaviour and attitudes will be exemplary and have a positive impact on their learning.	All staff will build positive relationships with children and their families through informal conversations and formal planned opportunities. All staff will implement the behaviour policy consistently.	

<p>learning is exemplary and is consistently exhibited in lessons.</p>		<p>The behaviour rewards and consequences will be used consistently in every classroom. All staff will challenge inappropriate behaviour and record appropriately. Classroom behaviour logs will be used consistently and Phase leaders will monitor regularly. Teachers and phase leaders will communicate regularly. Weekly assemblies will share house point success to reinforce behaviour expectations. All staff to celebrate behaviour regularly, sending postcards home, giving house points, teacher awards and face to face communication with parents. Feedback and support will be given to staff and children where needed.</p>	
<p>Children with particular needs will show improvements in their attendance and behaviour.</p>	<p>Monitoring and evaluation will show that all children's behaviour and attendance improve. Outcomes for children with particular needs will show improvements and have a positive impact on their learning. Attendance for all will be 97%. The number of behaviour incidents for particular groups will reduce over time, particularly the number of exclusions.</p>	<p>All staff will work together to develop and implement long term, sustainable plans for children with complex needs. These plans will be reviewed regularly with the child, staff and parents. Clear paperwork process will be used when exclusions are used as a consequence. Behaviour and attendance awards will be given termly. Attendance will be monitored daily; home visits will be carried out for vulnerable children and those with extended periods of absence.</p>	
<p>Children will develop a range of strategies to deal with setbacks and adapt accordingly showing resilience and pride.</p>	<p>Monitoring and evaluation will show that children have developed a range of strategies to deal with setback and challenges. Children's voice will show that there is a feeling of pride about progress that they have made towards their targets.</p>	<p>Children will be trained and given support to be leaders in school, through the JLT, learning buddies, house captains and playground leaders. Staff training will be delivered to support the understanding of 'meeting the needs of all', understanding building independence and resilience.</p>	

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