

Parc Eglos School SEF 2022/23

From the minute a child starts our school we are preparing for the day that they leave.

Our school caters for children in the age range two to eleven years, consisting of a Nursery setting for two to four-year olds in two classes (which is privately funded), a Foundation Stage setting (two Reception classes) and twelve single age classes. Current number on role is approximately 450 children. The size of the school affords many advantages, as we are able to offer a wide range of learning opportunities and have a number of specialist teachers in our employment. However, there still remains a sense of family within the school community. Conscious efforts are made by all adults involved with the school to support learning through the visual environment, the nurturing of achievement in all areas of life and the development of positive, quality relationships.

The school has a new permanent, full time headteacher (since September 2022) who is supported on the SLT by three Assistant Head Teachers and a full time SENDCo/DSL. Our AHTs are organised as three phase leaders. The strength of this structure highlights our focus on the seamless transition for children where the curriculum changes: EYFS and Year 1, Year 2 and 3, then Years 4, 5 and 6 in preparation for Key Stage 3.

The curriculum we are developing considers where we are in the world, an idyllic yet isolated part of the country and allows opportunity for cultural capital to be threaded through the opportunities we offer. Over the last ten years we have witnessed a changing demographic in a part of the country where affluence and poverty are never far apart. Whereas in the past the school has had many families from more affluent backgrounds, there has been a steady rise in children attending from more vulnerable backgrounds and in addition, the cost of living crisis has highlighted even greater poverty than we have seen before. Although we recognise that we have lower than average PP, we are a school with higher than average service children on role, therefore we prioritise supporting SEMH for all our children.

High standards and the development of an ambitious curriculum will support our children to be confident, independent and have high self-esteem, all of which will ensure that they are meeting their potential academically, physically and socially. Children learn best when they are self-motivated, in a caring and disciplined environment and where high self-esteem is important for them and our staff. Learning should be a stimulating and enjoyable experience for our children who learn to value each other and the environment they are in.

Conscious efforts are made by all adults involved with the school to support learning through the visual environment, the nurturing of achievement in all areas of life and the development of positive, quality relationships. Parc Eglos is more than a place of discovery and friendship. We strive for high standards of behaviour and academic achievement in all children. We encourage initiative and equip our children with a confidence to enable them to feel positive about themselves. In order for Parc Eglos to reach its potential and maintain its position, it will rely on the hard work of all its staff and children. In order to be a highly successful school, all staff need to work well together in the best interests of the children. We aim to provide an atmosphere in which each individual can make their contribution to the staff team and where the views of everyone are respected. The management team work together to lead the school in the best interests of staff and children and, where possible, will seek to consult staff before decisions are made. In return, staff should endeavour to carry out school policies thoroughly and consistently, and to support other members of staff in their day-to-day work. Performance management processes within the school will seek to support all staff in achieving their potential and provide supportive professional development opportunities, monitoring their performance, setting targets for themselves and for their children. In this way, we hope to ensure that all staff not only feel valued but also have clear opportunities for development and career progression. We are very proud of our staff's professionalism and commitment to excellence.

Key priorities for 2022-23 (this has been the focus of the School Development Plan).

Our focus for school improvement is strongly on IMPACT. Our strategic direction takes account of assessing impact to identify priorities for school improvement in all areas of the curriculum, and particularly understanding around change management by leaders (personal, professional and to ensure developments in leadership areas at all levels). Why this? Why now?

Priority 1 – Quality of Education

Monitor impact of each subject of our curriculum to identify, track and affect pupil progress and improve our curriculum offer.

Priority 2 - Quality of Education

Curriculum adaptation continues to maximise opportunities to advance learning of all groups of children

Priority 3 - Quality of Education Improve parental engagement and community cooperation			
Priority 4 – Leadership & Management Develop roles and responsibilities within the new leadership structure			
Overall effectiveness			
Inadequate	Requires improvement	Good	Outstanding

Quality of Education			
Inadequate	Requires improvement	Good	Outstanding
<p>At Parc Eglos every child is recognised as a unique individual and given opportunities to make excellent progress across the curriculum. Our key Parc Eglos virtues underpin our school ethos and our curriculum which is designed to develop children to be;</p> <p style="text-align: center;">Aspirational Resilient & challenge seeking Caring & collaborative Creative & Curious</p> <ul style="list-style-type: none"> • Teaching of SSP has been a focus for improvement, Little Wandle was implemented in April 2021 through Phase 1 and is being rolled out this year through the rest of school as required. Rapid catch up is used in Y2 and Y3 to ensure gaps are closed, enabling all children in KS2 to be able to read fluently accessing our reading curriculum. • Our curriculum is carefully planned and sequenced • The school is continuing to develop a well planned and sequenced curriculum for all subjects. There are opportunities to enrich and extend children’s learning. • Children read widely and often with fluency • Our drivers are the PARCC virtues which are at the heart of the curriculum. • The school provides good or better quality first teaching allowing all our children to thrive and excel. • Teacher’s subject knowledge is good, particularly in the core subjects, curriculum leaders are supported well by curriculum leaders in teaching the foundation subjects. • Key concepts help children remember more (front of books) • We are ambitious for all our children, they leave Parc Eglos well prepared for their next stage at secondary school socially, emotionally and academically, • KS2 data outcomes; reading 85% EXS (34% GDS), writing 87% EXS (21% GDS), maths 84% EXS (34% GD), combined RWM 74% <p>Next Steps:</p> <ul style="list-style-type: none"> • Identify the most important knowledge / concepts that all children <u>must</u> know in all subjects • Quality of phonics teaching ensures improved outcomes for children at phonics screening 			

Behaviour and Attitudes			
Inadequate	Requires improvement	Good	Outstanding

- An atmosphere of calmness, responsibility, understanding and tolerance permeates the school.
- The impact of the school's strongly held values of tolerance, respect and personal integrity is readily apparent in pupil's good spiritual, moral, social and cultural development.
- Behaviour for learning in lessons is very good.
- Children are aware how good attitudes and behaviour contribute to school life, adult life and work.
- Children's behaviour outside lessons and outside school is almost always impeccable, their pride in the school is shown by their excellent conduct and manners on trips and visits.
- Parents, children, staff, visitors and the general public are positive about both behaviour and safety.
- Children have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school. Behaviour is managed consistently well.
- There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.
- Where required, all staff receive updates to training on First Aid, Safeguarding, Prevent, FGM, safer recruitment, TeamTeach (Positive Handling) etc
- Rigorous and consistent routines across the school (class behaviour charts, rewards, BSP), promote positive choices. The SHAPE Rules are followed consistently across school with some parents using variations of the framework at home.
- Curriculum includes opportunities to educate children and parents on personal safety in areas of drugs and internet safety
- Outdoor areas & playgrounds are continually improved to support pupils in making correct choices whilst outside.
- Staff briefings and termly SENCo meetings update all class teachers and provide opportunities to discuss concerns about individual children
- All staff have a clear knowledge and understanding of policies and practice in place when dealing with all groups of children (this includes KCSIE, SEN, PP, Attendance, risk assessment and educational visits)
- My Concern is used and understood by all staff consistently and effectively.
- Behaviour Support Plans (BSPs) are used and understood by all staff consistently and effectively and are regularly updated
- Behaviour is managed effectively at unstructured times and supported through the Virtues Project
- Safeguarding Audit action points are addressed and reported to governors (S1571)
- Attendance continues to be monitored daily and half termly and children with Persistent Absence is reduced
- Safety of all children remains the utmost importance throughout the school
- Our overall attendance data:
 - 2017/18 – 95.4%
 - 2018/19 – 95.3%
 - 2020/21 – 97.3%
- Persistent Absence:
 - 2017/18 – 7.8%
 - 2018/19 – 9.8%
 - 2020/21 – 5.0%

Next steps

- Embed behaviour expectations for all children at unstructured times
- Attendance; further embed in the wider community the need for all children to attend school every day in partnership with the EWO

Personal Development

Inadequate

Requires improvement

Good

Outstanding

Evidence of Strengths;

- Pupil leadership is strong at Parc Eglos; developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults (School Council, Playground Pals, Junior Librarians)
- Curriculum design has been carefully considered to develop understanding of British Values, protected characteristics, respect for views and opinions of other people and other cultures; along with how to teach people to be safe (online) developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. Picture news assemblies also make this clear.

- Through the culture at Parc Eglos we promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- The school has a well-established systems for pastoral support, including a non-class based SENCo/ DSL, pastoral manager, a multi-disciplinary team, being pro-active with multi-agency representatives.
- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society (POW assembly, Health & wellbeing Awards, Feeling Good Project)
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy (Stay Safe Workshops every year in Nov.)
- Through the taught curriculum and wider curriculum and the culture of the school we develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities. (Swimming, Plymouth Argyl, Dance with Jo, coaches etc.)
- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education – HOW? Compare Christopher Winters & Kapow so we can say through a well structured and progressive RSE curriculum
- There are clearly identified opportunities to develop understanding for Careers & Enterprise – Enterprise week in the summer term
- **Character development - Rights, responsibilities and consent units run through KAPOW, the behaviour policy, clubs are open to everyone, Interventions (Lego, TIS, Nurture)**
- Children's feedback from pupil conferencing informs subsequent action planning, children know their views are valued and are therefore keen to contribute.

Next Steps

- **Further develop pupils as leaders across the school (e.g. Playground Pals)**
- **Identify opportunities across the curriculum where PD is supported in other subjects**
- **Further develop the school's understanding and staff knowledge as societal changes influence personal development and we continue to promote an inclusive environment.**

Leadership and Management

Inadequate	Requires improvement	Good	Outstanding
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- School leaders, including governors, are continuing to develop a strong strategic vision for the school so that clear values and vision continue to direct whole school decisions
- All leaders have a clear and ambitious vision and have high expectations for staff and pupils
- A continued focus on school improvement provides robust CPD. Meetings and training are tightly focused on key priorities in the SDP
- Since September there has been a greater emphasis on working with external colleagues and other agencies to further develop knowledge, experience and skills for all staff.
- All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified (ECT's), or at an early stage of their careers and new to post.
- Most subject leaders are well established in their role and are beginning to drive school improvement
- Following the recent transfer of the school to Crofty MAT leaders feel better supported in identifying what needs improving and how to achieve this. Whilst this work only began in January rapid progress is taking place.
- Wellbeing of staff is given priority through training, development and support introduced by wellbeing lead
- Prior to implementation, when changes are proposed workload is always considered.
- Leaders share the responsibility to ensure consistent expectations and agreed T & L practises are maintained and embedded throughout the school. This supports all learners in particular those with SEND and our vulnerable and disadvantaged children.
- Leaders are highly ambitious for all children including those with more complex needs ensuring that high quality provision is well-matched and children thrive.

- The culture at Parc Eglos is one of inclusion where everyone feels safe and valued. Leaders model high expectations for all stakeholders
- Our Safeguarding culture and practices are well embedded across the school to ensure our staff and children feel safe. This is given the utmost priority by all leaders.

Next steps

- **Identifying gaps in learning across the curriculum as a result of further curriculum development**
- **Ensure that the curriculum offer demonstrates a clear progression of knowledge and skills over time responsive to ongoing pupil need and retention of pupil knowledge.**

Effectiveness of EYFS

Inadequate	Requires improvement	Good	Outstanding
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- Within early years there is a well-considered, progressive and ambitious curriculum designed to give all children particularly the most disadvantaged the knowledge, self-belief and cultural capital they need to succeed
- Our FS curriculum is carefully sequenced to ensure children build on what they already know and can do.
- Children arrive with a deficit in speech and language as well as areas of physical development and as such we pay particular attention to language and Oracy. SST, NELI,
- A carefully sequenced SSP programme is implemented across nursery and FS and within the nursery priority is given to enabling children to tune into sounds.
- As a school we feel passionate about an early love of reading therefore there are lots of opportunities for children to read and be read to or simply enjoy books in their learning environment. We also send home books to share with their family.
- All transitions promote confident, independent little learners ready for the next stage.
- Early Years staff have a deep understanding of the characteristics of effective teaching and learning and use this to promote critical thinking and allow children to take ownership of their learning in order to become independent learners.
- A mix of adult-led and child-initiated activities, with timely adult interactions enable all children's needs to be met, supporting independence and creativity.
- Communication and Language is prioritised; through 'Sustained Shared Thinking' staff and children engage in high quality interactions to extend language and learning.
- From entry to Parc Eglos staff model the SHAPE rules to enable children to name emotions, self-regulate and make positive choices.
- The H&S and safeguarding of our children is at the core and threads through the curriculum.
- Children are exposed to key texts each half term that are carefully selected to enhance vocabulary and concepts relating to the curriculum. Key texts are placed into provision to further enhance the love of reading and extend their vocabulary. Book corners are attractive and well-resourced and children have free access to books.
- Early identification of children with additional needs, ensures that timely appropriate support and intervention is provided. Staff are well trained in supporting children with additional needs
- Focused maths training has ensured staff have a strong focus on the deeper understanding of mathematical concepts allowing children time to secure and apply their knowledge. Training delivered by the Early Years Leaders has ensured staff are aware of the mathematical building blocks that take place in Early Years.
- An emphasis on Physical Development ensures that the children have the necessary gross and fine motor skills to become independent and confident when tackling new learning. Children have access to a high-quality outdoor learning experience (including Forest School styled opportunities- F2).
- All Early Years staff develop strong and positive relationships with the children, enabling individuals to develop well when managing their feelings and behaviour (including small group, nurture styled support-F2).

- Through a significant investment in training all staff are involved in the planning, assessing, monitoring and supporting children in their learning.
- Regular meetings enable staff to share good practice and view teaching as a collective responsibility and are actively engaged in their own development.
- Baseline assessments set the bench mark for closely tracking children's development; this is followed up by termly data drops to monitor progress.
- On-going formative assessment informs short-term/in the moment planning, offering appropriate challenge and support to individuals. Children learn well as a result.
- GLD outcomes 2022: 74% (Indicative National: 65%, Cornwall: 66%)
- Early Years staff work closely with families to ensure that all children make good progress and have positive learning experiences. Parents are encouraged to be fully involved with their child's learning through daily interaction with staff (N-teacher and key workers). Parents are encouraged to add comments to their child's learning journeys. (Learning Journeys are shared with parents- N- half-termly, F2- half-termly)
- The Early Years leaders (N and F2) works closely with the Phase 1 Assistant-headteacher to monitor and track children's progress in the EYFS. An action plan is written in response to data to prioritise areas of learning in the classroom environment.
- Regular team meetings are dedicated to the sharing and moderating of information between practitioners (N & F2); nursery practitioners have time each week to reflect on their key children's progress.
- All Early Years staff have high levels of supervision to support and enable them to provide the best possible education and care for the children.
- Within the curriculum children learn about why it is important to eat, drink, rest and exercise. Staff support children so that they learn to make their own choices and risk take safely.

Next Steps:

- **Good or better progress is made by all children in communication and language through high quality interactions, targeted interventions, and highly focused monitoring systems.**
- **Moderation opportunities across our EYFS phase support staff development ensuring children are making good or better progress across all areas of learning.**