


# Heamoor Primary School

## Self- Evaluation Form (SEF)

2021/22

<b>Bosvenna Way Heamoor Penzance Cornwall TR18 3JZ</b>	<b>Number of Pupils on roll: 183 (Sept 2021)</b>	<b>Ofsted Judgement: 'Good'  June 2016</b>
<b>Telephone: 01736 364868</b>	<b>Website: <a href="http://www.heamoorprimary.co.uk">www.heamoorprimary.co.uk</a></b>	<b>DFE Number 908/2006  URN 111794</b>
<b>Headteacher Mrs Jodie Flynn</b>		<b>Chair of Governors Mrs Carol Breakwell</b>



# Our School Context



Heamoor Primary School is a Foundation school on the outskirts of Penzance it is one of 7 schools belonging to a Co-operative Learning Trust known as Penwith Education Trust. We are a small school with 179 children currently on roll (*Census January 2021*) and are of average size for our Local Authority. We operate a single-form entry with 7 classes from Reception to Year 6. In terms of gender balance in the school overall there are 49% boys and 51% girls (*Jan 2021/Insight tracking*).

The percentage of pupils eligible for Pupil Premium according to current data is 22% (40 pupils) This is an increase of 32% as a result of the pandemic.

The children come primarily from the immediate local area which is a mixture of some owner occupied, but mainly privately rented or social priority housing. The latter presents the school with a significant challenge in terms of supporting the needs arising from socio-economic factors. Our multiple deprivation score puts Heamoor in the 0- 30% most deprived LSOAs in England (see IDACI). During the pandemic unemployment has risen sharply in the area and data (from where?) shows that just between March 2020 and July 2020 unemployment increased from 4.1% to 7.2%.

We have a higher than average % of pupils on roll live in relatively more deprived areas; according to the 2015 Income Deprivation Affecting Children Index (IDACI) **51%**

of pupils on roll in this school live in the most deprived 0-30% of LSOAs in England, compared to 22% of pupils in Cornwall

In Autumn term 2020, whole school attendance was **97.05%**. A comparison with the previous autumn term shows that persistent absence has decreased by 12%. Vulnerable groups; attendance of our pupil premium pupils was 96.6%, SEND 95.5% and gender groups; Boys 96.17% and Girls 97.87%. During lockdown we have been utilising weekly engagement records to track attendance and on average engagement (across the whole school) with remote learning has been **82%** with **79%** (average) engagement for both our SEND and Pupil Premium groups

The percentage of pupils with SEN in the school is slightly higher than the Cornwall average, at 18.3% compared to 16.7% (*DTM Report 2020*). As of Spring 2021 17.3% of pupils are currently on the SEN register (*EHCP + RoN*), 9 (5% of NoR) have an Education Health Care Plan (EHCP) and 3 applications are underway currently. Amongst the EHCPs, 67% of them are for ASD need, 11% are for 'severe learning difficulty' and 22% for speech, language & communication. Our work with our SEN children has been recognised as a strength of our school by both external agencies and parent testimonials



# Overall Effectiveness

## Judgement: GOOD (2)

- The quality of teaching, learning and assessment is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.
- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- Safeguarding is effective.

- In 2019 attainment at the end of Reception year saw 63% of pupils achieving a “good level of development” (*compared to 71.8% of pupils nationally*). The cohort was of below average ability upon entry in all aspects. Positively, overall children made more progress (in some cases significantly so) in the majority of aspects than children in participating schools with similar starting points.

- A new EYFS lead was appointed in September 2019 she has significantly improved the learning environment (indoor and outdoor) and a recent observation by our challenge partner commented upon the “high quality of the teaching”. Our recent assessments showed that at the end of spring 2021- **61%** of children in EYFS are already achieving a good level of development.

- Our current EYFS cohort are predicted to achieve **81.8%** good level of development (GLD) by July 2021.

- Phonics screening outcomes are positive, and **81%** of Year 1 pupils achieved the expected standard in 2019 (compared to 82% Nationally) by the end of year 2, 100% had achieved the standard.

- This year our spring term 2021 Read Write Inc assessments show that the vast majority of pupils in Key Stage 1 are making more than expected progress despite the impact of school closures. (**100%** in Year 1 & **98%** in Year 2)

A recent screening check shows that currently **81%** will achieve the age-related standard.

- **Key Stage 1 outcomes** - in 2019, the percentage of pupils working at the expected standards in reading, writing and maths was at least one whole pupil better than the national average.

### SEC Monitoring Visit Report; Oct 2019;

- Standards were above National at both EXS and GDS

KS1 (25 pupils)		Cornwall Indicative	National Indicative	School
Reading	% EXS	72%	75%	80%
	% Greater Depth	24%	25%	28%
Writing	% EXS	65%	69%	76%
	% Greater Depth	13%	15%	20%
Maths	% EXS	72%	76%	84%
	% Greater Depth	19%	22%	32%

- For writing, to ensure we stringently moderate our judgements we invest in a system called ‘**Comparative Judgement**’ which provides staff with the opportunity to moderate writing across the school age groups (*with national examples*) on a regular basis. It also provides staff with a nationally moderated writing assessment each year. We also work with partner schools to moderate writing at a local level which is also a valuable opportunity for staff. Based on our ongoing moderated assessments, predictions for end of year outcomes for Writing are as follows;

Year group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction (EXP+)	72%	69%	76%	75%	79%	78%

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- In Year 2, we have a cohort with an extraordinary level of need including 3 children with EHCPs and a higher level of need. This resulted in the introduction of a nurture provision being introduced which lasted into the beginning of Year 2 before the children were ready to successfully reintegrate in the mainstream classroom. This level of need within this cohort does impact on the % of children meeting the age-related expectations.

- Based on our ongoing assessments and standardised tests and despite the impact of the pandemic, predictions for the end of 2020/21 for **Reading** are;

Year group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction (EXP+)	76%	73% (excl. Pod) 63% (incl. Pod)	71%	79%	70%	75%

- In Maths, we are currently using the 'Big Maths' scheme to ensure pupils' fluency and confidence with number and calculation. This scheme allows us to identify and close the learning gaps to move the pupils to their age related expectations. We also use a range of other resources including White Rose to deliver a daily 'wider maths' session to allow the pupils to apply their understanding and skills.

- Despite the impact of Covid, we have seen **improvements** in our **Maths outcomes** using our new rigorous system for assessment but realise that with time the impact of this will become even more evident. Our **Maths** predictions for the end of 2020/21 are;

Year group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction (EXP+)	69%	77% (excl. Pod) 68% (incl. Pod)	76%	84%	63%	68%

- To ensure we are closing learning gaps, we have a **comprehensive catch up plan** in place and delivered by a qualified teacher. This uses the termly assessments to identify the learning strands which need addressing. This also complements our existing **intervention provision** which is delivered by individual class teachers on a needs led basis.
- The **Key Stage 2** cohort in **2019** had an above average percentage of FSM 6 pupils which impacted on outcomes.
- However disadvantaged pupils (57.1%) performed **in line with their peers nationally** in reading and performed better than their peers nationally in writing.
- In 2019, as a group, **KS2 SEN Support pupils** progress was significantly above average, 3 of 4 SEN Support pupils had strong progress in this Maths demonstrating evidence of effective support.
- In terms of **non-mobile pupils** at the end of KS2 (*i.e. pupils who have been in school since Reception*) **61%** of these pupils were working at the expected standard in the combined reading, writing and maths measure, and this performance is in-line with the national average.



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- Safeguarding is effective.

- **74%** of these pupils were working at the expected standard in reading and maths and **87%** were working at the expected standard in writing. In addition, **the average scaled scores** for these pupils was **higher**; Reading: 104.3 (Nat: 104.4), Maths: 101.4 (Nat: 105.1) Grammar, Punctuation & Spelling: 100.9 (Nat: 106.4)

KS2 30 pupils						
EXS+	School 2019	National	LA	Disadvantaged (14 pupils)	LA	National
Reading	63.3%	73%	72%	57.1%	77%	78%
Maths	60%	79%	76%	50%	81%	84%
GPS	43.3%	78%	73%	42.9%	78%	83%
Writing TA	83.3%	78%	77%	85.7%	82%	83%
Reading, Writing, Maths combined	50%	65%	61%	50%	67%	71%

GDS	School	National	LA	Disadvantaged	LA	National
Reading	16.7%	27%	25%	14.3%	31%	31%
Maths	3.3%	27%	21%	0	31%	31%
GPS	6.7%	36%	27%	7.1%	31%	41%
Writing TA	13.3%	20%	19%	7.1%	24%	24%
Reading, Writing, Maths	3.3%	11%	8%	0	13%	13%

(Data Source; SEC Monitoring Report 2019)



- **At Key Stage 2** since 2019 there has been a significant drive to address attainment and progress in Maths. Including significant development of the quality of subject leadership, involvement in mastery project and with support from the Maths Hub, introduction of the 'Big Maths' scheme across the school, significant staff CPD, restructure of lesson approaches, format and content. Resulting in a growing evidence base of school wide improvements in Maths attainment and progress.
- In **writing**, in 2019 was **above the national average**, in 2018 (*moderated*) the school and attainment was in-line with the national average, and in 2017 outcomes were the equivalent of 2 whole pupils below the national average. This is due to the development of our approaches to writing, staff CPD and the development of effective strategies in this subject. The percentage of pupils working at Greater Depth was below the national average by the equivalent of 2 pupils in 2019 and to address this we have been developing opportunities to apply writing across the curriculum by ensuring direct links between the texts and the project themes. In response to the disappointing SPAG results in 2019 we have also updated our T4W to ensure that SPAG knowledge is incorporated into the writing cycle.





- In Key Stage 2 we have developed a range of approaches to improve reading including the introduction of daily Accelerated Reading sessions. This has meant significant investment in our book stocks to ensure pupils have access to a range of quality texts matching their reading ability. We have also introduced a daily guided reading session known as 'novel study' these are consistently structured and designed to develop deduction and inference skills. All staff have also been recently trained in the Read Write Inc approach and phonics sessions are delivered as part of our intervention sessions led by class teachers.
- As part of our catch-up programme (post lockdown) we have invested in the 'Shine' intervention programme which is designed to link to our termly assessments and address the learning gaps identified through additional intervention sessions for maths and Reading.
- The quality assurance feedback from our annual safeguarding (\$175) audit process consistently comments on our strong safeguarding culture across the school and how effectively we use the audit to inform our action plans. This was also reflected following our participation in the pilot of the new annual Safeguarding Toolkit; *"School attends CP conferences, CHIN meetings and Early Help meetings as and when necessary. They maintain good lines of communication with social care and early help workers to ensure a multi-agency approach to keeping children safe."*
- *"The school looks after all of us. They care about me just as much as my children. They cheer us on through every failure and success. I know they don't have to do this but they go above in every situation."* **Parent Testimonial** (SEND child)
- *"This is the 3rd set of EHCP review paperwork I have read today, and the only one that makes the child come alive and where the unconditional positive regard for the child is so evident."* **Cornwall Council Advisor**
- The children feel very positive about being a pupil at our school; *"There are no mean people, I love how the teachers help us if we struggle. We have rooms to use if we want to if we need to feel calm. The school is so amazing and I love the rainbow that it spreads, the school makes me smile"* **Aimee, Year 3**



## **Quality of Education:** **Good (2)**

### **Intent**

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. *[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]*
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. *[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about].*



We aim to build a **creative, engaging and challenging curriculum** that is carefully targeted to meet the needs of our children and reflect the **context of our local community**. A broad and balanced curriculum that progressively builds on skills, knowledge and conceptual understanding year on year, including those within the English and Math curriculum, and is effectively delivered by all staff.

- Our curriculum design, using the 2014 NC framework, reflects the school vision and gives children real opportunities to develop key social skills, to understand the difference between right and wrong, show respect, celebrate difference and diversity and understand the values that underpin a democratic society.
- Our **curriculum** has been developed by HT/AHT in consultation with all staff to ensure it reflects the community in which we are situated, recognising local history, heritage, geographical and business links.
- We are currently running cycle B of our **two-year spiral curriculum model**
- The curriculum has been designed to ensure **full coverage of the National Curriculum** and each project has a lead subject theme but ensure cross curriculum links which ensure pupils apply their knowledge and understanding
- The curriculum approach is planned in **3 distinctive parts**; Years 1/2, 3/4, 5/6 with the introduction of knowledge organisers. This overview ensures age appropriate content, progression over time and coverage of the national curriculum.
- The curriculum has been developed based on **CPD and research**, cascaded to all classroom-based staff. Sequencing of the curriculum was achieved through consultation with all staff to ensure we were able to draw upon the range of knowledge and expertise within the team.
- Staff plan each **half-term project** with their year group partner, this ensures **consistency** of planning, equality of opportunity, coverage of the age-related expectations and age appropriate differentiation
- Our curriculum is designed in a spiral approach to ensure **learning is built over time and knowledge and skills are revisited and revised**
- The curriculum is **delivered** by a strong, enthusiastic and experienced teaching staff.





## Quality of Education: Good (2)

### Intent

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.  
*[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]*
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.



- Individually tailored intervention programmes are well embedded & combine with the use of research-based programmes such as; Accelerated Reader, Big Maths, Read Write Inc. ensure all pupils, including those with SEND needs, PP & most able, can quickly access our challenging curriculum and provided with quality resources to broaden knowledge and to stretch & challenge.
- A recent Challenge Partner report (June 2021) noted; ***“The school has now developed a secure and robust curriculum offer that is being taught across the school.”***
- This year, the **library facility** has been moved to a larger space and a significant investment has been made in the development of the environment as well as the book stocks to ensure the profile of reading continues to be promoted.
- Involvement in the County wide **Oracy project** training is being utilised and cascaded to all staff to ensure it is incorporated in our approach to all areas of the curriculum
- Our SENDCo is a highly skilled and strong leader and has worked alongside subject leaders to develop **subject specific guidance** for supporting and adapting the curriculum for pupils with additional needs.
- We have developed a range of **bespoke and specialist provisions** to ensure that we are meeting all pupil needs incl. a non-class based SpLD TA, Learning Mentor and professional counsellor. We have also run a bespoke nurture-based provision in KS1 (The Pod) to enable the successful reintegration of children with complex need into their mainstream classroom.
- and created. Every child from Rec – Y6 will perform in a show during the school year. These may be Christmas celebrations or end of year concerts. In addition to this there will be choir concerts and instrumental concerts throughout the school year.





## Judgement: Good (2)

### Implementation

■ Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.

■ Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

■ Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

- **CPD, planning sessions and action plans** evidence our **curriculum journey**. We have ensured that our school's curriculum is coherently planned and sequenced and that learning progresses meaningfully through the year groups. This means that our pupils have cumulatively sufficient knowledge, skills and attitudes for their future education and employment
- During the **curriculum development process**; we have carefully checked coverage of NC to ensure provision meets statutory requirements, natural links have been identified for our Talk for Writing approach in terms of text choice, consultation with staff has been consistent throughout, knowledge organisers with key vocab identified have been developed to ensure consistency of coverage and clarity of intent.
- Outcomes are designed to **meet the requirements of the new National Curriculum** but also, to develop the skills needed for life beyond school.
- There are a **wide range of enrichment activities** provided through the school's curriculum. Every half-termly project involves an educational visit or a visitor into school to enhance the learning.
- Challenge Partner Report (June 2021) noted; ***"Teachers aim to make teaching creative and interactive. As a result, pupils feel involved and enjoy their learning [in History & Geography]."***
  - The development of **skills progression** has been developed by individual subject leaders to ensure this is in line with the vision for their subject
  - **SEND specific [subject] guidance** has been developed with the support and guidance of our highly skilled SENDCo to ensure staff are able to implement best practice and ensure we meet all children's needs
  - The **curriculum** is delivered through a 2-year rolling programme to ensure coverage and is structured in a **spiral approach** to ensure pupils have the opportunity to revisit and build on previous learning from different (age-related) perspectives which allows knowledge, understanding of each project to develop and deepen over time.
  - The **Project-based curriculum** approach allows coverage and progression in a number of curriculum areas and importantly allows children to make links across subject areas.





## Implementation

■ Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

■ Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study.

■ These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

■ The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

- Due to strong subject leadership in Reading and Maths, our new resources (*Read Write Inc. & Big Maths*) were being used well during the lockdown periods and the implementation of these approaches and support and training of the staff were effectively maintained.



- We have developed sufficient **expertise in the teaching of phonics** and reading that ensures consistency from one year to the next. With the children in the **lowest 20%** being taught by a teacher. The lowest 20% of readers in **year 3 have a daily phonics session**. They also have access to the RWI scheme books and have regular half-termly assessments to monitor their progress.
- The **assessment** of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, so that targeted support can be given immediately. This is done through **targeted 1:1 tutoring** which takes place three times a week and is run by an experienced class TA. Children in KS2 have reading **interventions run by class teachers** to ensure a consistent approach to the classroom.

• We have developed the **expertise in teaching using 'Big Maths'** through a programme of CPD both externally led and internal. Progress is monitored carefully by the subject leader and support put in place where necessary to ensure staff confidence and expertise and pupil outcomes. **Weekly assessments** are used carefully to ensure individual pupil learning gaps are addressed through quality first teaching and significant issues are also addressed through weekly **intervention** sessions with class teachers and home learning tasks.

- Formal and informal monitoring demonstrates that **teaching is good** and often better in every year group. Teachers have high expectations in every subject, ensuring pupils have regular opportunities to apply their reading, writing and number skills throughout the curriculum.
- Features of **quality first teaching** at Heamoor include; high expectations for effort and active engagement with learning, ability to build on prior knowledge, understanding of how pupils learn, encouragement to develop a responsible and conscientious attitude to learning, secure subject knowledge, effective use of lesson time, recognise the strengths and needs of all pupils, effective use of rules and routines to encourage a good standard of behaviour.
- Our **5Rs approach** promotes the **characteristics of effective learning** & celebrates how pupils demonstrate this on a day to day basis





## Implementation

■ Reading is prioritised to allow pupils to access the full curriculum offer.

■ A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

■ The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

■ Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.



- **TiS language** is used routinely to ensure children have the emotional vocabulary to explain how they feel about their learning and to promote learner well-being.
- We **prioritise reading**. We continually look for ways to encourage engagement with reading, including Reading based competitions, author and library visits, we also promote the adults as readers and celebrate reading for pleasure. Reading is a key feature of our daily curriculum and we have invested heavily in the redevelopment of our school facilities and resources.

• Our **phonics programme** (Read Write Inc) ensures progress and the reading books the children take home match the sounds they are learning in class. Phonics is taught from the start of Reception. Our Reading Leader organises and small team of trained teaching assistants. She focusses closely on guiding the school's support for the lowest 20% of pupils and works closely with parents to ensure that they have the information and confidence to support their children at home.

- From Reception through to Year 6 opportunities are taken to **enrich the curriculum** through involvement in local events e.g. Mazey Day, St Piran's, sporting events, curriculum visits, residential trips incl. Porthpean camping, London, Plymouth City visit, Eden Project.
- Every child from Reception to Year 6 will perform in an assembly during the year to their parents. These are related to topics being taught in class and showcase the best of what has been learnt and created. Every child from Rec – Y6 will perform in a show during the school year. These may be Christmas celebrations or end of year concerts. In addition to this there will be choir concerts and instrumental concerts throughout the school year.
- In the Challenge Partner report (November 2020) it noted that the curriculum statement now **"clearly outlines the school's curriculum intent and implementation"**





## Judgement: Good (2)

### Impact

■ Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

■ Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

■ Pupils' work across the curriculum is of good quality.

■ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.



- Since 2019 and despite lockdown we have put in place significant whole school initiatives to drive forward improvements in teaching and learning e.g. Big Maths, Read Write Inc. and Talk for Writing which are now being reflected in better outcomes for pupils. As a result, there is a growing evidence base of progress beginning to be reflected through formative assessment and internal tracking.

- The introduction of the **Big Maths** programme has strengthened pupil's confidence and understanding with 'Number'. As a result of strong subject leadership staff made excellent use of the resources in Mathematics to support remote learning. Having implemented this new strategy, we are now moving forward to ensure that alongside

the daily CLiC session which focusses on calculation learning gaps we have developed a whole school approach with the implementation of a 60 minute 'wider maths' session which will build from pupil starting points developing understanding and skills in line with year group objectives.

- In **Phonics**, we are successfully implementing the **Read Write Inc.** scheme. Over the Autumn term (2020) the number of children reaching age-related expectation increased significantly we have particularly noted excellent progress in our reception children with **74 %** at age related. This progress was supported by live teaching during lockdown which was used effectively to continue to deliver daily phonics. This was further supported by individual intervention sessions to ensure all children maintained their progress. All pupils within the **lowest 20% band** benefit from a 4x daily intervention led by a specialist RWI TA across KS1 and as a result are making rapid progress.
- Our refresh of **T4W** has focussed particularly on the fourth exposition stage which has enabled us to teach **spelling, grammar and punctuation** in context in addition to specific teaching sessions. The impact of this targeted intervention has been hindered by the disruption to learning this year however some evidence of progress is emerging. In a recent (Summer '21) visit the challenge partner noted: *"in all classrooms visited, pupils were focused and fully engaged in the writing lesson."*
- Children's work across the curriculum is regularly monitored both internally and externally. We track the pupils' progress across all subject areas each half term this also enables subject leaders to effectively monitor the impact of teaching and learning in their subject and identify opportunities to support staff and evaluate the curriculum offer.





## **Judgement: Good (2)**

### **Impact**

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■ Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

■ Pupils' work across the curriculum is of good quality.

■ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

- There are good opportunities for older pupils to take responsibility in school with roles including; playground buddies, lunchtime hosts, Eco-team, school council, sports leaders.
- We encourage pupils to be involved in making decisions and contributing to school policy through our School Council which includes 2 representatives from each class and additional representatives from Year 6 to provide support for our younger councillors.
- Pupils demonstrate courtesy and respect for one another and try to ensure that every member of the school community is considered. Older pupils act as positive role models for their younger peers and mutual respect is highly evident. These opportunities cumulatively help our pupils prepare them for their next stage of education.
- The Challenge Partner (March 2021) reported that; ***"SEND and vulnerable groups are supported well. The SENDCo undertook a further risk assessment and risk benefit exercise on this group of pupils in January 2021. As a result, all the 9 pupils with EHCs were offered places in school and significant group of others on the record of need. The SEND pupils' engagement with remote learning is generally positive at 80% except for Year 6, which is 55%. The SENDCo was in contact with the 3 children in this group who are not engaging."***
- Alongside the successful implementation of Read Write Inc phonics across the school, our provision for Reading also includes the use of Accelerated Reading in KS2 and a daily 'Novel Study' session to develop the pupil's inference and deduction skills which also ensures exposure to quality texts. This results in pupils achieving standardised scores **in line with national averages** in the recent NTS assessments (*average of 101.3 in Key Stage 1 and 100.7 in Key Stage 2*)



- As part of the development of the profile of Reading across the school, we recently re-located the school library to a more prominent room and invested heavily in its refurbishment to create an inviting and inspiring space for children to read. The launch of this space and use of this facility has been impacted by Covid in the short term but plans are in place once restrictions lift.



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the 'live' teaching sessions helpful and **91%** of key stage 2 parents valued the scope of the Google Classroom.

- One parent surveyed said: ***"The situation we have been put in is hard for everybody. The work load from teachers and accessibility has been outstanding!"***



- Another parent stated: ***"I think the school have been excellent in these difficult times. They have acted fast to keep my boys' learning on track, keep up the good work".***



- It was recognised by multiple stakeholders that the school provided well for the pupils during the challenging times of lockdown in terms of minimising its impact on emotional well-being and progress;

- For example, a recent parental survey (March 2021) about the remote learning offer was extremely positive. Parents said the following: **66%** of pupils spend at least 3 hours per day on their learning. **88%** of parents agreed that the level of work set was right. However, some commented that they found motivating and engaging their children challenging. **92%** of key stage 1 parents found



## **Behaviour: Good (2)**

■ The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.

■ Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

■ There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

■ Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

- A recent Challenge Partner report (June 2021) noted ***"There is a strong golden thread of behaviour running through Heamoor School. Pupils are supported well and the learning mentor and PSA work with pupils and families where behaviour might be more challenging. Exclusion is rarely used and as a last resort. Family support has become a strength of the school."***
- Pupils are resilient and demonstrate pride and independence in their learning. Engagement in the **extra-curricular activities** is consistently strong and includes a range of activities e.g. sport, Science, art.
- The school actively promotes our **5R values** of being reflective, relating well to others, developing resilience, being resourceful and taking responsibility. These are celebrated in class and also through assemblies and the children are able to articulate how they demonstrate this in their learning.



- Pupils are supportive of each other in lessons and the **behaviour** of all groups around the school is good. Pupils encourage others to conduct themselves with consideration.
- Through our PSHE curriculum; Pupils have a range of opportunities to understand and celebrate key values such as democracy and cooperation and show a high level of **respect for cultures** other than their own including families, democracy celebrations.
- There are many embedded pupil voice **role models** such as school council, librarians and the Eco -committee team.
- Incidents of disruptive behaviour are dealt with effectively by our skilled staff and pupils typically report that their

learning is not disrupted by others. Where **pupils present particular needs**, the school works with a range of external agencies to enable a full access to the curriculum.

- The development of **positive social, emotional and learning behaviours** is at the heart of our approach to managing Behaviour. We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. We have developed a **range of facilities** in school to cater for these individual pupil needs incl. The Rainbow Room, Hub, The Pod and we work hard to ensure staff are highly trained and skilled.





■ Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

■ Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.

■ Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.



- The school has a clear **anti bullying and behaviour policy** and children have a good understanding of what bullying is and how to deal with it which is evident in pupil behaviour and pupil conferencing and it is as a result of high-profile anti bullying strategies including assemblies, PSHE curriculum focus.

- The teaching of **E-Safety** and the risks of cyber bullying is also revisited regularly through assembly themes, annual focus weeks and the PSHE curriculum to ensure that it is known and high profile.
- The **PSHE & RE** curriculum are used effectively to explore a range of themes to develop the children's emotional literacy and moral understanding this is evident through the pupil's books and pupil conferencing
- Pupils have a good understanding of how to keep safe and they report that they feel safe in our school. The school is currently pursuing the **"All Together School"** awarded by the Anti Bullying Alliance. We are doing this as an opportunity to reflect and ensure our approach continues to be as effective as it can be.

Incidents of bullying are rare and dealt with robustly by school staff.

- Due to the interruptions of **Covid-19**, **attendance** has been challenging to measure however, in the Autumn term (2020) our whole school attendance was **97.05%** and the attendance of our vulnerable groups were above the National Average with the exception of SEND which was in line with the national average.
- The school works very effectively with **outside agencies** which offer additional support for the high number of pupils with need, and this, alongside the dedicated and highly skilled school staff, ensure a high quality of pastoral care.
- There are highly effective systems for **integrating pupils at risk of exclusion**. The school has successfully reintegrated pupils who have previously been permanently excluded. The rate of exclusion remains below that of the national average.
- Parents are very supportive of the school. In last annual questionnaires over **100%** agreed that their child was happy at school with 71% who 'strongly' agreed, **100%** agreed that behaviour is good with **53%** 'strongly agreed' and 100% agreed that their child felt safe **64%** 'strongly agreed'.
- Challenge Partner (March 2021) following pupil conferencing with Y4-6 children reported that; ***"These pupils were generally extremely positive about the learning they are doing at home. They enjoy the 'live' lessons where they can see their friends and teachers. They say that it has been different for them and the situation with the pandemic has made them feel anxious at times. However, they agree that their teachers are there to support and guide them. Many of the older pupils feel that during this lockdown they have managed to keep up with where they should be."***





## **Personal Development:** **Good (2)**

■ The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.

■ The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

■ The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

■ The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

■ The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy,



- Pupils enjoy a rich and varied curriculum including weekly Spanish and Music lessons, themed enrichment weeks, outdoor learning, surfing, residential visits and use of technology to enhance learning.
- Pupils are encouraged to participate in a range of community events (e.g. Golowan, St Piran's Day, Eco Conference, Penzance Farmers Market) to develop their understanding of community, community cohesion and collaborative working.
- Pupils have strength of voice through the school and class councils. They have recorded a number of successful actions including; Liaising with charities committee on organising fundraising, being a presence in the community each year by supporting our Harvest Festival bake sales at St. John's Hall, consultation with SLT re. playground improvements, consultation with the kitchen manager to revamp lunch menus and lunchtime 'experience'.
- Provision for SMSC is good with pupils demonstrating a willingness to explore new ideas and experiences.
- Our curriculum design allows for pupils to constantly share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a variety of ongoing activities including class councils, and a comprehensive PSHE curriculum. High profile school council elections, links with our local MP ensure that children are fully involved and engaged in the values of the school and wider British society.
- Creative homework (grid) projects ensure pupils benefit from a variety of opportunities to develop their own talents and interests.
- As a school, we invest part of our PE premium funding to be part of the Penwith PE Network through this we gain access to a wide variety of sporting opportunities for our children including various sports competitions and festivals, initiatives including surfing, bikeability, high performance, top up swimming, playground leader training. It also provides support and training for our PE lead and CPD for the whole staff team. Through this we have retained our Gold 'School Games Mark'
- A wide range of clubs are oversubscribed both in the school day and after school. These have included: gymnastics, dance, art, design & technology, gardening, athletics, ball skills, language, homework (booster) and football. These clubs run on a rolling programme to ensure equality of opportunity for the children.



## **Personal Development:** **Good (2)**

the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

■ The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.

■ Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

■ The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

- The school has well established systems of pastoral support including onsite therapeutic support and strong links with external agencies such as children's social care, speech and language teams and specialist teachers. Termly reports demonstrate the positive impact of this provision on individual pupils.



- In response to the COVID pandemic and school closures, a recovery curriculum has been implemented to support pupils, parents and staff in readjustment, refocus and rebuild through the transition back to full time in school learning. Robust systems are in place for evaluating the impact of school closure on individual pupils and planning accordingly to meet need.



- Our children are given meaningful opportunities to take on roles of responsibility and to support our whole school community such as being an Office Assistant, Playground Buddy, Sports Leader, House Captain and member of the School Council.
- Pastoral care is very strong, we utilise part of our Pupil Premium funding to provide a full-

time learning mentor who is also a trained Trauma Informed Schools practitioner and she is deployed to support the children's emotional well-being and development. This is evident in pupil conferencing and through the outcomes of TiS assessments. We also invest in a counselling service for our children which we also utilise to offer support to staff and supervision which is evidenced through pupil conferencing and parent feedback interviews.

- We encourage older pupils to take on the role of playground buddies and make opportunities for different year groups to support each other (e.g. EYFS/Y6 reading buddies) as this encourages a real community feel where older children support younger children really well.
- We are currently working towards becoming an 'Eco School' to develop our pupils' skills, raise their environmental awareness and improve the school environment. This is also providing pupils with an opportunity to contribute by becoming a member of our school 'Eco committee'. We have already engaged with the local 'Green Charter' and are working with Surfers Against Sewage as part of Plastic Free Penzance initiative with the aim of raising awareness with children, staff and families about reducing single use plastic and by recycling that we use on a daily basis.



- Promoting equality of opportunity and multiculturalism in our school is very important, particularly as the school population is a majority white ethnic mix. To explore this, we use our Jigsaw PSHE curriculum which has 6 learning themes which are returned to and developed each year through 6 half-termly units called Puzzles; Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me. The impact of this can be seen through pupil conferencing and through the pupils' work.



## Leadership & Management: Good (2)

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

■ Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.

■ Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

■ Leaders protect staff from bullying and harassment.

- The Headteacher and senior leaders are reflective and develop ambitious plans for the development of the school with SMART priorities
- Comprehensive, reflective and targeted action planning to ensure that well informed strategies are put in place to sustain and develop provision and outcomes for all pupils.
- Staff share good practice and view teaching as a collective responsibility and are actively engaged in their own development.
- A carefully planned and responsive professional development plan is delivered



utilising our link to the Teaching School (KTSA). This year we have also developed a programme of CPD to support the development of our middle leaders to ensure they have the necessary knowledge and understanding to effectively undertake their role.

- Staff evaluations of training sessions are very positive and formal and informal observations demonstrate this resulting in better outcomes for the children e.g. the strategies staff employ, increased knowledge and understanding, increased confidence.
- Systems to support teachers at all stages of their career (including an NQT programme) use structured coaching and mentoring to ensure strong teaching across the curriculum. This is evaluated through monitoring and observations of effectiveness undertaken by a range of leaders.
- Staff are consulted regularly over the impact of policies and their opinions sought. We also hold an annual 'Review of the Year' to reflect on the school development priorities, their impact and next steps to ensure staff have the opportunity to shape the direction of our school as we grow.
- We strive to carefully manage the teacher workloads, we provide teachers with additional non-teaching time to deliver leadership roles and during the week to allow for preparation and marking. After school meetings are kept to a minimum and we collect evaluations of all staff training to inform its effectiveness.
- Our annual staff well-being survey is used to continuously improve and develop and provision. Staff retention has improved as a result of this and it is pleasing to see that the outcomes of this are positive.
- The governing body was reformed in March 2021 to and there is a constructive and ambitious dialogue between the school leadership and the governing body.





## Leadership & Management: Good (2)

■ Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.

■ Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.

■ Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

- Governors are well informed of the current school context and challenge when needed. Governor visits to the school continued virtually during the COVID-19 pandemic to ensure quality of provision. They have high expectations for outcomes and provision for pupils.
- Governors undertake a regular skills audits and self-evaluations. Their combined experience reflects a diverse range of skills.
- Systems of Governance hold the school to account effectively and support improvements in outcomes for the pupils.
- The school has well established systems of pastoral support including onsite therapeutic support (including a trained counsellor and staff trained as Trauma Informed Schools practitioners) and strong links with external agencies such as children's social care, speech and language teams, Autism team and specialist teachers. Termly reports demonstrate the positive impact of this provision on individual pupils.



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- In response to the COVID pandemic and school closures, a recovery curriculum has been implemented to support pupils, parents and staff in readjustment, refocus and rebuild through the transition back to full time in school learning. Robust systems are in place for evaluating the impact of school closure on individual pupils and planning accordingly to meet need.
- Safeguarding records are kept on the secure "My Concern" website, which enables the DSL to monitor actions needed in a systematic way.
- Safeguarding audits are conducted on an annual basis and submitted for moderation to the local authority
- Training and school assemblies highlight behaviour expectations, anti-bullying and online safety.
- The school fulfils its responsibilities regarding DBS, Single Central Record, visitor policy & procedures. This is monitored carefully by the senior team and Governors.
- All staff and governors are offered the statutory bi-annual safeguarding training, we also ensure subject specific training is available to strengthen the team's knowledge and understanding of a range of safeguarding issues.
- The outcomes of our safeguarding procedures are seen in our pupils' overall outcomes and the feeling of safety expressed by the pupils and their parents. The large majority tell us that they feel safe and well cared.
- Training for staff and governors in Prevent, child protection and safer recruitment has been thorough and is up to date.
- The HT and Assistant Headteachers are all trained as Designated Safeguarding lead (DSL/DDSL) to Level 3 which was updated in March 2021.
- Staff are fully aware of procedures for referrals for safeguarding – and use these appropriately as and when required.
- We have a fully up to date single central record for DBS. The designated governor with responsibility for Safeguarding makes regular checks with the HT.





## Leadership & Management: Good (2)

■ Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

■ The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.

- Security of the site is good and access for visitors is well controlled.
- Risk assessments are included for activities in and out of school as appropriate and overseen by our site manager.
- Communication about specific needs and risks is very good and all staff are made aware of, for example, allergy risks for pupils – this also extends to supply and temporary staff through our supply staff information pack.
- Vulnerable pupils are identified to all relevant staff that are aware of the particular needs of that child within the confines of confidentiality.
- Fire, lockdown and evacuation procedures are practised regularly.
- First aid provision (including paediatric first aid) is secure. First Aid training completed on a regular basis by all staff with 12 members of staff being trained to specifically carry out the first aid role.
- There is a strong focus on Health and Safety – both in school and in risk assessments for the many out of school visits and activities which we undertake.
- The site manager ensures that building checks and safety inspection records are kept up to date.
- Pupils know where they can turn if troubled and worries are readily shared with staff – our self-referral system to the Learning Mentor and classroom PSHE sessions help with this on a regular basis.
- Regular refresher work with pupils on online safety is done throughout year and we have an annual E-safety week with a visiting speaker who runs workshops with all year groups.
- There are good transition arrangements between year groups facilitated during the last half term– children feel secure when they move up to their following teacher and year group. We also work closely with the local secondary schools to support the smooth transition to year 7.
- Challenge Partner (March 2021) reported that; **“Teachers agreed that their workload during the most recent national lockdown has been reasonable and well managed by leaders. They feel very well supported and advised by the school’s senior team. They feel that the working relationships with parents have significantly improved and communication is good and two-way.”**
- The Challenge Partner also stated (March 2021); **“Leaders have clearly handled the sudden national closure of schools in January 2021 with confidence, empathy for families, good communication and strong organisation. There is a consensus from staff and parents that they could not have done any better. Working with teachers, they have built upon the learning from the first national lockdown and ensured that remote learning is much more robust and intensive. They accept that following the full return to school they will need to assess for learning gaps and work to close these during the summer term 2021.”**

