



Record of Self-Evaluation September 2023

Quality of Education	Good	Personal Development	Good
Behaviour and Attitudes	Good	Effectiveness of Leadership & Management	Good
Overall Effectiveness Good			

Context of the school

Archbishop Hutton's Primary School is a smaller-than-average sized primary school. We currently have 96 children on role, aged 4-11. 46 boys and 50 girls. The vast majority of pupils are of White British heritage. Currently, 19% of pupils (April 2019) are classed as Pupil Premium. The percentage of pupils with special educational needs and/or disabilities is below average. 3% of pupils have English as an additional language, compared to 19.9% nationally. Pupils supported with an education, health and care plan is below the national average (1.1% compared to 4.3%).

Ofsted inspected the school in June 2019 and judged overall effectiveness as good. Ofsted gave two areas for improvement:

- Further develop the role of new subject leaders so that they pay a full part in school improvement.
 - Improve further the quality of teaching, learning and assessment of mathematics by ensuring that pupils have sufficient opportunity to think about their calculations and explain their methods.
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- We have worked hard on these areas in the period since inspection.
 - Since Autumn 2018, we have been undertaking a curriculum review of our foundation subjects. The learning is planned, reviewed and adapted yearly to ensure that children's knowledge base builds effectively over time to ultimately ensure they are ready to meet the expectations of secondary school.

This knowledge has three main aspects:

- **Substantive Knowledge** – Key Facts and Figures
 - **Procedural Knowledge** – the development to skills and techniques
 - **Disciplinary Knowledge** – the ability to apply the substantial and procedural knowledge to develop their own learning, enquiries and bodies of work.
- Learning is deep and always supported and enriched by field study, visits, visitors and workshops. We have made an investment in the importance of Cultural Capital through a variety of enrichment activities and experiential learning.

School Development Priorities 2023 - 2024

1) Standards

Further develop our whole school approach to driving up standards – target setting, quality first teaching and learning, well planned and targeted intervention and regular moderation of work. We will concentrate on raising and maintaining standards in the following areas:

i) Maths

- Maintaining the standards and develop quality first teaching and learning across the school – especially amongst the children not at ARE
- Ensure that at least 80% of Y6 children reach the expected standard at the end of KS2

ii) English

- Build on two years of above national end of year KS2 reading and writing success (and strong external moderation) to further develop writing across the school – especially amongst the children not at ARE
- Develop reading across the school, imbedding the new approach to Phonics and Early reading.

2) Curriculum: Subject Leadership and Creativity

- Continue to raise the profile of creativity through Art, Music and DT ensuring that techniques and skills are being taught well, leading to continued achievement and progress across the school.
- Further develop the skill set and confidence of Subject Leaders – allowing them to have a deep knowledge of their subject areas and be strong advocates for the place in the curriculum structure.

3) Leadership and Management

- To further improve the effectiveness of leadership and management, including governance

4) Children's Voice/Learning Skills/Attendance

- To provide pupils with high quality pastoral support and a relevant curriculum that develops their confidence, resilience, independence and team work through a wide and rich set of experiences

2022 -2023 Data Headlines									
EYFS (13 pupils)		Y2 (11 pupils)				Y6 (18 pupils)			
92% of pupils achieved GLD (12/13 pupils) national is estimated to be = 69%		READ	WRITE	MATHS	GPS	READ	WRITE	MATHS	GPS
	July 2023	64% 7/11 pupils	55% 6/11 pupils	55% 6/11 pupils	GPS 45% 6/11 pupils	83% 12/14 pupils national 73%	78% 14/18 pupils national 71%	67% 12/18 pupils national 73%	67% 12/18 pupils national 72%
		27% GD 3/11 pupils	9% GD 1/11 pupils	18% GD 2/11 pupils		28% GD 5/18 pupils	21% GD 4/18 pupils	6% GD 1/18 pupils	17% GD 3/18 pupils
July 2022	71% 10/14 pupils National 68%	50% 7/14 pupils national 59%	71% 10/14 pupils national 70%	43% 6/14 pupils	85% (12/14 pupils) national 74%	78% (11/14 pupils) national 69%	43% (6/14 pupils) national 71%	78% (11/14 pupils) national =72%	
85% of Y1 achieved expected standard in phonics (11/13 pupils) national is estimated to be = 79%	Combined Read/Write/Maths: 46% 5/11 pupils				Reading Average scaled score 106	Writing Average scaled score	Maths Average scaled score 101	GPS Average scaled score 102	
					Progress 0.0	Progress 1.1	Progress -3.2		
	Combined Reading/Writing/Maths = 56% 10/18 pupils national =59%								

Overall Effectiveness: Grade 2

- Quality of Education is good because we have spent four years developing our broad and balanced curriculum. Teachers have good subject knowledge and work as a highly effective team.
- Our exciting curriculum is driven by our children and enables each child to develop academically, emotionally, creatively, socially and physically.
- Our curriculum enables the children to share ideas, express their opinions and apply what they have learned in a wide range of meaningful contexts. It offers opportunities for all children to investigate, question, debate and challenge.
- EYFS is securely good because pupils make good progress. Pupils also benefit from an engaging curriculum, which makes effective use of the outdoor environment. In 2023, 92% of EYFS children achieved a secure level across all areas, making them ready for KS1
- All teaching and support staff are trained in the delivery of Red Rose phonics. Teaching and learning is of a very high standard. – with 85% of Y1 children achieving the expected standard in 2023.
- Reading is a priority across the school. Pupils read widely and often with fluency and comprehension which is appropriate to their ability through early reading being well prioritised. The school has clear strategies in place to support the bottom 20% and these children are tracked and supported to maximise progress and attainment from starting points. In 2023, 83% of children met the standard for reading in KS2.
- Reading has a focus across all wider curriculum subjects to expose children to subject specific quality texts.
- Behaviour and Attitudes is securely good because pupils are keen to learn, have good attendance and pupils respond well to the high expectations of the staff in terms of behaviour and achievement.
- Personal Development is outstanding because pastoral care and the wellbeing of both pupils and staff has a high priority across the whole school community. Children are respectful of each other and interact well. Warm relationships exist between staff and pupils.
- Leadership and Management is securely good because leaders have a clear awareness of the school strengths and weaknesses and are effective in addressing areas for development swiftly. The SLT place staff and pupil wellbeing as a priority and there is a strong culture of safeguarding. Governance is strong.

We know this from our monitoring and evaluation systems, which include...

- Observations of teaching and learning
- Planning and book scrutiny
- Learning Walks
- Data analysis informed by improved tracking system
- Termly pupil progress meetings
- Regular review and update of provision map to evaluate impact of interventions and adjust accordingly

Quality of Education

Strengths	Areas for development
<ul style="list-style-type: none"> • Currently, the school delivers a high quality education in English (particularly in reading) and maths, reflected in our performance data. • Since Autumn 2018, we have been undertaking a curriculum review of our foundation subjects. The learning is planned, reviewed and adapted yearly to ensure that children's knowledge base builds effectively over time to ultimately ensure they are ready to meet the expectations of secondary school. <p><u>This knowledge has three main aspects:</u></p> <ul style="list-style-type: none"> • Substantive Knowledge – Key Facts and Figures • Procedural Knowledge – the development to skills and techniques • Disciplinary Knowledge – the ability to apply the substantial and procedural knowledge to develop their own learning, enquiries and bodies of work <ul style="list-style-type: none"> • Learning is deep and always supported and enriched by field study, visits, visitors, workshops, artefact boxes, role-play and practical resources. There is an investment in the importance of Cultural Capital through a variety of enrichment activities and experiential learning. • These enhancements form a key part of every child's learning journey through our school and we believe they are essential elements in developing engaged, curious learners. • The knowledge and skills set out in lesson plans are progressive and enable a rich, deep understanding of key concepts within and across subjects. This ensures equality for all learners, in particular disadvantaged pupils and ensures they are ready for the next stage of education and to succeed in life. 	<ul style="list-style-type: none"> • Refine Maths curriculum content and delivery, ensuring the calculations are taught progressively and echo the need of individuals and targeted groups of children. • Ensure consistency of lesson design and teacher assessment in Maths • Ensure all subjects are fully accessible to SEND, lower attaining children and disadvantaged children • Ensure that children who have gaps in knowledge and understanding in specific areas of Maths and English development are given effective support in class lessons and extra intervention help when appropriate: Eg: Fast Forward Grammar, IDL, Plus 1 Maths, Phonics Boosters and No-Nonsense Spelling • Ensure that EYFS staff (and all staff teaching phonics) fully apply their training confidently and phonics sessions are delivered correctly. • Develop the use of reading volunteers – starting in EYFS and across the school. EYFS/Early Reading Lead to train volunteers in the same way teachers, TAs and parents are trained to help children make strong progress in their reading. <ul style="list-style-type: none"> • Review and develop Music and Spanish in the Curriculum (See action plans) • Continue the 2nd Year of the new plan for DT and Art across the school (See action plans) • Ensure there is a shared understanding of core learning in each subject. Subject leads to monitor learning against our core-learning/key knowledge <p>Intended impact of development areas:</p> <ul style="list-style-type: none"> • A clearly progressive curriculum all subjects will enable pupils to build on previously learnt knowledge and skills to deepen their understanding in these areas. • Performance data continues to show a continued trend of improvement with all children making progress in line with or beyond their starting points.

Reading, Writing and Maths

- Reading is a priority across the school. Pupils read widely and often with fluency and comprehension which is appropriate to their ability through early reading being well prioritised. The school has clear strategies in place to support the bottom 20% and these children are tracked and supported to maximise progress and attainment from starting points. In 2023, 83% of children met the standard for reading in KS2.
- All teaching and support staff are trained in the delivery of Red Rose phonics. Teaching and learning is of a very high standard. – with 85% of Y1 children achieving the expected standard in 2023.
- Writing: Leaders have a clear knowledge of the breadth required in writing and provide teachers with appropriate resources and progressive framework to ensure age related expectations for the writing process. External moderation of both KS2 (2022) and KS1 (2023) have highlighted the strengths of the teaching and the security of our assessments.
- High quality opportunities for writing and teaching through modelling are the focus. We have provided CPD, internal and cluster school monitoring activities, targeted individual CPD and encompassing catch up requirements following covid closure on top of any further Covid catch up actions. This has resulted in improved teaching and quality of writing across the school and improving attainment and progress across each year group.
- Maths: Standards in Maths are improving across the school following a focused and targeted strategy to close gaps in knowledge and understanding post Covid. This year (23/24) sees 86% of Y4 children, 75% of Y5 and 70% of Y6 children starting

the new school year at ARE. This builds on the 67% of children achieving the expected standard for KS2 in 2023.

- The use of a clear calculations progression policy alongside the introduction of White Rose materials have meant that the sequence of learning has been strengthened and children are being taught in a way which allows them to explore and use Maths techniques effectively.
- Pupils enjoy Maths lessons and are regularly given opportunities to demonstrate their Maths knowledge, fluency and reasoning and celebrate successes.

Behaviour & Attitudes: Grade 2

Strengths (Evidence)

- An ethos of ready to learn, is established so that there is a calm and hard -working atmosphere around school.

OFSTED (2019) stated:

- The behaviour of pupils in lessons and at breaktimes is good, ensuring that the school is calm and orderly. This is because adult expectations of pupils' attitudes to learning are consistently high. Pupils are respectful of one another. They are polite and courteous with staff, and they welcome visitors in a friendly manner.
- Relationships in lessons are strong and supportive. Pupils collaborate well in pairs and small groups and listen carefully to each other's ideas. This builds their confidence and means they develop into independent learners willing to try out new ideas.
- The provision to support pupils' personal development and welfare is strong. Pupils are happy and safe.
- The small number of disadvantaged pupils make good progress because leaders use the pupil premium funding effectively in order to support them. The impact on improving the academic achievement of these pupils is evident in their work across the school.
- Staff build very positive relationships with pupils. This contributes to pupils feeling safe, happy and well cared for. Pupils say that bullying or unkindness does not happen often at the school. Pupils know who to approach if they need help or have a problem. They say that any issues are resolved quickly.
- **SIAMS (Nov 2022) reported:** Character development is outstanding as a result of the excellent curriculum. Learning is meaningful, challenging and broadens pupils' horizons. Nourishing relationships, built on genuine love, between

Areas for development

- Introduce Values themed awards – starting with Kindness Award in Autumn term to promote and celebrate our Values in Action.
- Introduce Mood boards in class so children can show how they feel when they come to school each morning. This is to be trailed in KS1 during Autumn 1. This allows the adults working with the children to focus on anyone in need of extra attention/a well-being check in – to ensure good Mental Health and readiness to learn.
- Re-launch Playtime Leaders to help new EYFS cohort and other key children play games and mix successfully with others. This will benefit the Play Leaders by developing their confidence and giving them a responsible position in school. It will benefit the children form friendships and play well with others.
- Ensure attendance is a high priority. Promote attendance with rewards in Celebration Assembly – 5 mins extra playtime for the best class. Keep a close eye on past attendance problems and ensure that even one day off is acted on and children are encouraged to be in school.
- Miss Hughes (Mental Health Champion) to promote positive attitudes to personal mental health across the school, promoting a culture of openness and understanding.
- Embed the use of CPOMS across the school, improving the big picture of a child's safeguarding journey

families, school staff and the local community demonstrate the impact of a vision that has nurture at its core.

- It is a very special place at the heart of its rural setting and is, rightly, highly regarded in the local area. Leaders are clear that, 'We are known by who we are', and this is clear in the positive reputation of the school.
- Leaders and staff create a positive environment in which bullying is not tolerated. School has effective systems, processes and support in place to ensure bullying or other unwanted behaviours are tackled quickly and effectively. There have been no reported incidents of bullying in the school year 2022/23
- The school is proactive in promoting high levels of attendance and takes action where families, individuals or groups fall short of this or need support. In 2023, despite 5 children being persistently absent, EOY attendance was 95.7%
- Each class has a set routine for starting the day which the children follow and means that each day starts effectively.
- Weekly Celebration Assembly rewards good work in Writing and Maths. A 'value' based Learner of the Week is also awarded weekly. When 10 Role Models are achieved, Children are Made Officially Amazing.
- Every day children collect team points for great work, attitude, behavior etc. These add up in increments to 150TP and are rewarded with a certificate and badge in Celebration Assembly. This year the rewards have an *Under the Sea* theme.
- Children enjoy feeling valued and recognised for their achievements.
- Children report enjoying a sociable dining experience and are polite and courteous to staff and peers
- Communication with parents is established through email and newsletters. Parents are invited into school regularly for weekly Celebration Assemblies, Reading workshops, Theme Day class

<p>visits and learning sessions.</p> <ul style="list-style-type: none"> • Pupils enjoy school, have positive attitudes to learning and behave well. Consequently, attendance is good. 95.6% in 2022/23 (despite working with LA attendance to tackle poor attendance of 2 families – 5 pupils) • Pupils feel safe and are safety-conscious. Access quality PSHE, Values assemblies and a wide variety of outside visitors – fire, police, RNLI. NSPCC – means that our pupils know that staff take good care of themselves, and have a good awareness of the need for internet, personal, road and fire safety. • School uses effective reporting systems for safeguarding including CPOMs creating a strong safeguarding culture where pupils are safe and feel safe. 	
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Personal Development: Grade 2

Strengths (Evidence)	Areas for development
<ul style="list-style-type: none"> • SIAMS (Nov 2022) reported: Leaders are clear that, 'We are known by who we are', and this is clear in the positive reputation of the school. Consequently, the school is attracting families from further afield. A parent commented, 'If I could design a school, this is as close as you could get to perfect.' • Archbishop Hutton's is a striking example of Christian-based education which lives out a vision that is both life-enhancing and life-lasting. • Each person is welcomed, cherished and their individual gifts and interests encouraged. What makes the school stand out are the joyful and nourishing relationships across the community. • OFSTED (2019) stated: • Staff build very positive relationships with pupils. This contributes to pupils feeling safe, happy and well cared for. Pupils say that bullying or unkindness does not happen often at the school. Pupils know who to approach if they need help or have a problem. They 	<ul style="list-style-type: none"> • Continue to develop social and emotional support across the school including supporting staff wellbeing across the school • Develop careers week in the Summer Term 2023 to continue to raise aspirations about future options. (NHS staff to visit in Autumn Term 1 to speak to Year 5 and 6. Money Week and Science/STEM week will promote this. • Develop the children's understanding of other cultures in their community and the wider world by making British Black History a focus in assemblies – Autumn 1. Last week of Autumn 1 to be Black History week with children learning about significant figures and icons who have contributed greatly to life in the UK. Home Learning and a focused day of celebration to ensure the children have access to a wider range of Historical and cultural figures and movements.

say that any issues are resolved quickly.

- Pupils at our school, receive rich and varied curriculum & value the broad range of additional activities available, which include:

The Young Voices Choir

STEM and Chinese Culture activities linked to Lancaster University

Wide ranging and active sporting competition internally and against other schools

Visitors and speakers from faiths and charities

Working in the local community alongside the RSPB, AONB,

Gardening Club

Creative workshops with visiting writers, artists, actors and performers

- Leaders make effective use of the additional funding for sport, to enhance children's access to a wide variety of sports (archery, wheelchair basketball, golf, rugby) and improving quality of lessons (purchase of LA coaches for CPD, Lancashire PE passport for planning and assessment, upgrading equipment such as indoor and outdoor frames to encourage balance, climbing and risk taking)
- Leaders carefully monitor how active pupils are, which includes activities for those who can excel in competitive sport.
- Active play resources have led to an increase in physical activity at break/lunch time
- Y6 play leaders and midday welfare staff have used game playing and team-building techniques to support children in the playground.
- We have created strong links with external agencies to support and nurture the emotional wellbeing and mental health of all of

our children, especially the most vulnerable. This ensures that all children are given the best opportunities to excel and flourish in later life.

- Pupils are taught to be responsible, respectful, active citizens through strong teaching of RE, RHE, PSHE, SMSC and British Values which run throughout the school curriculum and moreover, encompassed in the school's Roots and Fruits based values.
- Pupils are taught how to stay safe both online and in the 'real world' through a comprehensive safety calendar and curriculum which encompasses lessons, activities, visitors, safety days and workshops.
- Pupils are invited to be members of school committees, strengthening the responsibility value as well as providing strong pupil voice.

Leadership & Management: Grade 2

Strengths (Evidence)

- **SIAMS (Nov 2022) reported:** Leaders know the school well and make strategic decisions based on the vision of growth. Actions on recruiting and developing key staff and enabling pre-school provision on site are evidence of the vision in action.
- Governors provide support and inform the work of the headteacher and deputy.
- **OFSTED (2019) stated:** The leadership team has set high expectations and has a clear focus on doing what is right for pupils. Effective leadership identifies and tackles the correct priorities in the school's improvement plan. These actions, including training provided for staff, contribute positively to the curriculum and to the quality of teaching and learning being good.
- The leadership of the provision for pupils with SEND is effective. Regular reviews of teaching and the progress of these pupils ensure that specific programs of support are well suited to pupils' needs. Consequently, pupils with SEND make strong progress.
- Leaders ensure that the pupil premium funding is used effectively, to significantly reduce any gaps in the knowledge and skills of disadvantaged pupils. This focused approach is having a positive effect on their inclusion in all activities and on the good progress they make.
- Safeguarding is given a high priority and procedures are robust. We have recently trained a teacher as 'Mental Health Champion' recognising our high priority on supporting staff and pupil mental health.
- Leaders are ambitious and forward thinking in their drive for achieving the very best outcomes for their children and staff.
- Leaders follow a clear cycle of evaluation, support and monitoring which ensures that the teaching and assessment of the curriculum continues to improve over time, particularly in light of the Covid closure catch up requirements in recent school years.

Areas for development (Next Steps)

- Maintain effective monitoring of subjects across school to ensure high quality of education is provided for all pupils, including SEND/ disadvantaged.
- Lead school through OFSTED Inspection
- Continue the development of the two-year long-term curriculum plan. A sharp focus on teaching and learning underpinned by the drive to further raise standards in English and Maths through the application of skills across the curriculum.
- Governors continue to build an accurate understanding of the school's strengths and priorities, hold school leaders to account and fulfil their statutory responsibilities
- Continue to monitor and support families where pupil attendance is low
- Support SEND provision across the school through upskilling all staff and focusing on quality teaching, in class support and meaningful intervention

Early Years Foundation Stage (EYFS)	
Although not graded separately by OFSTED, we continue to self-evaluate the provision provided in our EYFS class, ensuring it is continuing to be of a very high standard.	
Strengths (Evidence)	Areas for development (Next Steps)
<ul style="list-style-type: none"> • OFSTED (2019) stated: The leader of the early years is knowledgeable about the curriculum for the age of the children. She regularly reviews and modifies the quality of provision to ensure that children make strong progress from their starting points. • The teaching of phonics is strong. Phonics sessions target the specific needs of individual children. They make good progress in developing their understanding of letter sounds and words. Children use these skills in other work: a group of children were able to use the tricky words they had been learning in sentences they were writing. • Engagement with parents is another strength. Teachers involve parents in their children’s learning by sharing examples of their children’s learning in an electronic journal. Workshops for parents are well attended and enable close partnerships between home and school. Parents commented on how this practice helps to support their children’s learning at home. • Records of children’s learning demonstrate the good teaching and learning. In 2023, 92% of children were GLD. • We ensure that there are effective arrangements for children starting at the school. We enable children to integrate well and settle into school routines quickly. In the Summer 1, all parents attend a meeting with the HT and EYFS teacher. Then during 	<ul style="list-style-type: none"> • Continue to use baseline data to assess needs of the cohort and steer planning. • Ensure that parents are part of the learning journey from the start of the Autumn term. Re-introduce Stay and Play sessions (the first in October) and invite them to our reading training/stay and read session (first week of October) • Continue focus on the outdoor area, enhancing the opportunities outside to learn and explore. • Develop the use of reading volunteers – starting in EYFS and across the school. EYFS/Early reading lead to train volunteers in the same way teachers, TAs and parents are trained to help children make strong progress in their reading. • Ensure that EYFS staff (and all staff teaching phonics) fully apply their training confidently and phonics sessions are delivered correctly.

Summer 2, the children attend school one afternoon each week to develop confidence for transition.

- Teachers ensure that both indoor and outdoor areas are enticing and are very well planned. Recent purchase and erection of an outdoor shelter has allowed for greater flow and access to the outdoor in all weather.
- We establish effective routines, from the outset so the children are quickly integrated into the life of the whole school.