

River View Primary School Executive Summary Self-evaluation 2024-25

School Context	Roll: 527 PAN 530 Deprivation : 0.46	Attendance: 94.52% (96%) SEN: 29% [24% mainstream]	Pupil Premium: 44% No of EHCP 62	EAL: 39% IDACI 10th out of 32,844	NWB 65%
Key Issues from Sept 2023 inspection	KI 1 Staff to follow the school's reading strategy to help children develop reading fluency KI 2 Ensure that opportunities to strengthen and connect learning are incorporated into curriculum thinking				
OVERVIEW OF JUDGEMENTS					
ASPECT	STRENGTHS				NEXT STEPS
Quality of Education	<p>The school has developed its own curriculum over the last five years and this is summarised in the annual bound copy for staff. This secures a high fidelity to the curriculum. Governors receive regular reports on curriculum development and this indicates that some subjects are stronger than others. Leaders are committed to reviewing the curriculum in 24/25. Assessments now include longer term retention. End points are clear as are expectations for children with SEND. The number of children who retain their taught content is increasing over the last three years. Inclusion for the 60 or more children with an EHCP is well developed and all children access the full curriculum offer. Curriculum sequencing is strong and leaders have added further improvements to strengthen cohesion across separate subjects to ensure that children benefit from the very best that school can offer. The school wants to further develop subject leaders to become skilled in leading improvements in their subjects. Outcomes for the MTC check are poor. Boys do less well in tests than girls. The gaps between outcomes for all and for children with disadvantage are higher than national. Early reading remains an overarching priority and this is continued further up the school so that all children are deeply immersed in a range of poetry, fiction and non-fiction texts that the school has carefully chosen. The school has a number of specialist teachers and assistants who deliver adaptive teaching to meet the needs of the 50 children in the resource provision and plan to develop further expertise and share best practice.</p>				<p>Next Steps:</p> <ul style="list-style-type: none"> ● Review the school's curriculum ● Ensure that teachers become subject experts so that they can effectively support and monitor teachers ● Halve the attainment gap between PP and XPP in GLD, Y2 Phonics and KS2 all subjects ● Improve the provision for children with SEND ● Improve MTC outcomes
Behaviour & Attitudes	<p>Behaviour and attitudes are a strength across the school. Children respond to high expectations and disruptive behaviour is rare and dealt with effectively. Staff are well supported to deal with children's behaviour in a consistent manner using well established systems for rewarding positive behaviour and sanctioning negative behaviour. Suspensions are used where appropriate but are rare. There has been one recent PEX. Persistent absence has almost recovered to pre-pandemic low but this is not the case for children with SEND. Attendance is poor for the group WBB and WBG Children with SEND are very well supported to manage their behaviour.</p>				<p>Next Steps:</p> <ul style="list-style-type: none"> ● Develop and embed the new attendance strategy and action plan ● Reduce PA for the groups PP, SEND K&E & improve attendance for the group WB B&G

Personal Development	<p>The school has a well organised and co-ordinated approach to PD centred around the school's motto, 'Be Your Best Self.' The school has worked through an anti-racist strategy with the support of Leeds Beckett University and this is already delivering a shift in culture. There are many varied opportunities for children to extend their learning beyond the school day and beyond the school site. Leaders are effective in tracking this to increase access for underrepresented groups. There are well established links to the local community and the school embraces its diversity with the recent addition of an Eid picnic as an example. Leaders are developing an overarching strategy to monitor the impact of PD so that all staff can deliver the very highest standards. Aspects of this are already exemplary and routinely shared. Leaders want to fully embed learning from the anti-racist strategy so that children are well prepared for life in modern Britain.</p>	Next Steps: <ul style="list-style-type: none"> • Embed learning from the anti-racist strategy • Friday Club
Leadership & Management	<p>Leaders have unerringly focused on professional development for staff involved in teaching and learning. This includes the continuous improvement of reading standards across the school. Leaders believe that reading is the key to unlocking the whole curriculum and prioritise all children securing this key. Staff have access to high quality professional development. ECTs make very effective progress in the early stages of their career and very quickly deliver a shared ethos which is characterised by inclusion, ambition for all and a belief that all children can achieve. Governors are well informed on the school's progress, set challenging targets for the Head Teacher and monitor performance rigorously, including financial performance. Safeguarding arrangements are excellent and the school leads on safeguarding across the local area. There are rigorous systems for monitoring statutory requirements. Leaders are developing the capacity for expertise to be used across the school and beyond. The school has effective filtering and monitoring arrangements audits these annually. Staff provide regular feedback on well-being and workload and leaders respond effectively to take account of the pressures that staff bear.</p>	Next Steps: <ul style="list-style-type: none"> • Train all teachers to adopt the school's policy for teaching and learning • Improve support from leaders for phonics delivery and the teaching of early reading to ensure that all children benefit from a consistent approach • Train all staff to use the school's phonics approach • Improve the effectiveness of curriculum monitoring • Improve key subjects that are less developed and where monitoring points towards improvements
Effectiveness of Early Years	<p>Early years leaders support the wider effectiveness of the school by prioritising an effective start for children who often arrive with low starting points. Unlocking the phonic code is a priority as is widening children's vocabulary. The school plans very carefully for a wide range of experiences with a focus on developing interactions, communication and social development. Subject leaders determine prerequisite skills to ensure that children are ready to learn the schools' curriculum when they move to the next Key Stage. Children make rapid progress. Since the pandemic the number of children arriving with SEND has increased significantly and leaders have continued to support their needs. Leaders have</p>	Next Steps: <ul style="list-style-type: none"> • Provide effective induction and ongoing training for new staff • Develop a graduated provision for children with SEND

	planned careful induction for new teachers. Provision for children with SEND is an ongoing priority.	
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