

Rawmarsh Ryecroft Infant School

(URN:106876)



Self-Evaluation Form September 2023

School Values and Vision

‘Secure, Happy, Successful’

At Ryecroft Infant School our vision is for all children to be ‘happy, secure and successful’ in all aspects of their school life, enabling them to learn to their full potential and equip them for the next phase of their education.

What do we value at Ryecroft?

- **Resilience** – I always keep going.
- **Respect** – I value everybody and everything.
- **Care** – I look after my world and the people in it.
- **Community** – I am proud of where I am.
- **Achievement** – I try to be the best I can be.

Our values are woven through our curriculum and in the ethos and actions of all staff and children within school. We promote them formally in lessons and assemblies and in our behaviour and interactions throughout the school day. We celebrate children’s ability to demonstrate these values in their actions.

Over their 3 years at Ryecroft, our overarching aims for all our pupils are:

- To develop children’s basic skills, raising standards and striving to achieve excellence across all areas of the curriculum.
- To encourage, happy, confident pupils with the ability to question; enquire and be independent in their approach to learning.
- To provide a rich stimulating environment where learners can fulfil their learning potential through a broad, balanced and exciting curriculum.
- To promote the spiritual, moral, cultural and physical development of pupils, nurturing their strengths and talents.
- To work together to create a secure, caring place where learners will develop respect for each other, the community and environment.

Context and Characteristics of the School

	2022/23 (Sept 23)	2022/23 (July 23)	National Comparisons 2022/23
Number of Roll	131 FS2 = 30 Y1 = 42 Y2 = 59	161 FS2 = 42 Y1 = 59 Y2 = 60	
SEN (All)	49 children (37.4%) 34 (Formal)	69 children (41.87%) 46 (Formal)	17.3% (Primary schools – Formal and EHCP)
EHCP	4 children (3.05%) (1 in progress)	7 children (4.375%)	2.5% (Primary schools)
Pupil Premium	37 children (28.24%) (FS2 – 1 currently through)	61 children (37.5%)	23.8% (FSM)
CP/CIN/Early Help	CP-1 CIN-0 EH-6	CP-1 CIN-1 EH-9	
LAC	0	2	

Rawmarsh Ryecroft Infant School is slightly smaller than average setting with an age range of 4 to 7 years old. It is a popular school, at the heart of its community, located in the centre of Rawmarsh. Many families have attended the school over a number of generations and we work hard to build aspiration and resilience. With a pan number of 60, the majority of our children come from within our catchment area and we currently have **131** children on roll across 6 single age classes. Our school ethos of ‘secure, happy and successful’ is woven through both the pastoral care and curriculum and is the driving force behind staff and governors to provide our children with the ideal environment and climate for learning. Our expectations are high and children rise to meet them.

Ryecroft is surrounded by high levels of multiple deprivation. It is identified by the Government as serving a locality within one of the most educationally deprived areas of the country, with the pupil base in quintile 5 (most deprived) of all schools in terms of deprivation.(IDSR 2022). Low mobility within the school indicates that our families remain in the local area. Pupils transfer to us from up to 9 early years settings with some arriving with no preschool education. The percentage of children attracting pupil premium funding is higher than the national average for the academic year 22-23 of **23.8% at 37.5%** (IDSR – Nov 22) and we encourage families to apply for this benefit which can be challenging due to Universal Infant School Meals. Many of our children have impoverished language skills on entry which are quickly identified by staff who use both inhouse programmes and the support of Speech and Language professionals to overcome this challenging barrier to learning. Overall, children enter FS2 with skills and knowledge below those typical for their age, which both the national baseline and school data corroborate. We are passionate about overcoming deprivation hurdles and work with our children and families to provide the curriculum, opportunities and experiences to combat them.

The school has a higher than average number of children identified as having **SEND at 37.4%**. This includes **34** children at Formal level and **4** children with Education Health and Care Plans. School works in partnership with external agencies to provide support for these children and their families. The school has a positive reputation for effectively supporting the learning and development of children with very specific needs who often leave at the end of Y2 to attend specialist provision. We traditionally have a small number of ‘Looked After Children’ which fluctuates as their circumstances change and presently stands at **0** with 2 children leaving for Year 3 in July 23.

Ryecroft’s intake is predominantly White/British (currently standing at 88% on internal data) 5.34% of children with other ethnicities recorded are from a dual heritage. We also have a small number (7%) of pupils (9) who have been admitted with English as an additional language.

Since its last inspection in July 2018, Ryecroft has continued to develop as an outward-looking school and participates in a range of school improvement activities with number of partners (Infant Partnership, Local LA, ForgeCPD) This has allowed us to continue to implement our school development plans and ensure our children access an ambitious, high quality educational offer. This work has provided robust challenge and continues to be effective in helping us improve. We have strong links with our transitional settings both prior to entry and as children move to KS2 with annual events in place to support children’s transfer to the next phases of education.

The children in our school were hugely affected by the Covid 19 pandemic and enforced school closure. School maintained a Year group specific curriculum for children accessing remote learning including online direct teaching from Jan 21. Staff remained in touch with families throughout, including making home visits and risk assessments for children we considered vulnerable. We continuing to maintain relationships and positive SEMH

through online 'golden time', artistic and sports challenges. Despite providing access to device and modems, the number of children joining lessons or sharing learning evidence through the ClassDojo platform was around 62%. This was monitored and evaluated thought and feedback from parents was extremely positive

'Very supportive and always available for guidance and help' 'I think Ryecroft provided excellent remote learning during the closures' – Parents Survey (June 22)

Children returned to school successfully and, through the additional government funding, we have used small groups and individualised catch up learning to bridge gaps. As children have joined school, we have seen an increase in SEMH issues, children requiring referrals who may have been seen through CDC or other agencies if accessing early years normally, and ongoing communication, co-operation, and emotional regulation problems. These continue to affect our children entering school for the academic year 22-23.

Since our last inspection, there has been a change to the Senior Leadership Team, after the retirement of the previous head. The experienced deputy had undertaken the headteacher role from January 2021, permanently appointed in April 21. Alongside the existing SLT members, the team further strengthened in Sept 21 by a new deputy head and SENDCo, who has joined the school from a similar role in a local, challenging setting. Our Chair of Governors has been in place since July 2020 with the governing body made up of people with a wide skill set, providing the level of challenge sought. With the exception of the deputy, all teaching staff have been in post at Ryecroft for at least 3 years, with the majority of colleagues having worked in the school for a number of years, demonstrating their commitment to our setting, community and young people.

Data Information 2022 – 2023

End of Key Stage 1

Cohort Context	All Children	SEN	Pupil Premium	Boys	Girls
Number of Children	60	25 (18 K Code and 3 EHCP)	24	26	34
Percentage of Cohort	100%	42% (35%)	40%	43%	57%

Writing	2022-2023	2021-2022	2018-2019	2022 – 23 Data (NCER National Information) % of Pupil Premium children achieving EXS or above = 60% National – 44.4% % of SEND (K and EHCP) children achieving EXS or above = 38.1% National - 18.8%
WTS or less	33% (39.7%)	32% (31%)	29%	
EXS	67% (60.1%)	68% (54%)	63%	
GDS	0% (8.2%)	0% (15%)	8% (14.8%)	
EXS+	67% (67%)	68% (69%)	71.6% (69.2%)	

60% of Pupil Premium Children achieved EXS+ 41% of all SEND Children achieved EXS+

Reading	2022-2023	2021-2022	2018-2019	2022 – 23 Data (NCER National Information) % of Pupil Premium children achieving EXS or above = 60% National – 54% % of SEND (K and EHCP) children achieving EXS or above = 38.1% National - 27.9%
WTS or less	30% (31.5%)	31% (25%)	23%	
EXS	43% (49.5%)	43% (50%)	43%	
GDS	27% (18.8%)	26% (25%)	34% (25%)	
EXS+	70% (68.3%)	69% (75%)	76.3% (74.9%)	

60% of Pupil Premium Children achieved EXS+ 42% of all SEND Children achieved EXS+

Maths	2022-2023	2021-2022	2018-2019	2022 – 23 Data (NCER National Information) % of Pupil Premium children achieving EXS or above = 72.7% National – 55.8% % of SEND (K and EHCP) children achieving EXS or above = 42.9% National - 32%
WTS or less	23% (29.4%)	25% (25%)	20%	
EXS	55% (54.1%)	57% (54%)	49%	
GDS	22% (16.3%)	19% (22%)	31% (21.7%)	
EXS+	77% (70.4%)	76% (76%)	80% (75.6%)	

73% of Pupil Premium Children achieved EXS+ 50% of all SEND Children achieved EXS+

Combined Score RWM	2022-2023	2021-2022	2018-2019
GDS	0%	0%	8%
EXS+	65%	64%	63%

Phonics Screen Data

Cohort Context 22/23	All Children	SEN	Pupil Premium	Boys	Girls
Number of Children (With NH)	Y1 = 59 (2 EHCP) Y2 = 10 (1 EHC))	Y1 = 23 Y2 = 9	Y1 = 22 Y2 = 4	Y1 = 22 Y2 = 8	Y1 = 37 Y2 = 2
Percentage of Cohort	Y1 = 100% Y2 = 17%	Y1 = 40% Y2 = 90% (1=New to UK)	Y1 = 37% Y2 = 40%	Y1 = 37% Y2 = 80%	Y1 = 63% Y2 = 20%

	2022-23	2021-22	2018-2019	2017-2018
Year 1	85% (1absent)	85%	88%	84.9% (82.5%)
Year 2	50%	0%	75% (- FJE 88%) (1 Abs)	88.8% (60.7%)
Year 1+2	80%	78%	86.56%	85.5%
Year 2 Cumulative	91.6%	90.5%	96.61% (1 Absent)	97.87%
Year 2 December Phonics Screen	2020 – 96.5% Pass 56/58 Children 2021 - 90.5% Pass 48/53 Children			

2023 Data = % of Pupil Premium children achieving 32+ at Y1 = 77% Y2 = 50%

EYFS Data

Cohort Context 22/23	All Children	SEN	Pupil Premium	Boys	Girls
Number of Children	42	17 (10 Formal and 2 EHCP Children)	15	22	20
Percentage of Cohort	100%	40.4% (29%)	35.7%	52%	48%

	2022-2023	2021-2022 (57 pupils)	2018-2019 (60 pupils)	2022 – 23 Data (NCER National Information) % of Pupil Premium children achieving GLD or above = 56% National – 52% % of SEND children (Formal or EHCP) achieving GLD or above = 25% National – 20%
Reading (Word Reading)	76% (74%)	80% (74.7%)	78%	
Writing	71% (71%)	74% (69.5%)	78%	
Maths (Number)	79% (71%)	74% (77.8%)	78%	
Good Level of Development	67% (67%)	57% (65.2%)	78%	

(Percentages in brackets are national averages)

Self Evaluation Form (SEF) 2023-24

Overall Effectiveness

Current School Evaluation - Good

Rawmarsh Rycroft Infants, under the current inspection framework, is a 'Good' school. We are a unique and special setting with a historic position within the community and are committed to the education and care provided for our children, enabling the best possible foundation for their next phase in education. With strong leadership, our nurturing and committed team provide, engaging provision and high-quality teaching, to ensure outcomes continue to be in line with national trends in our challenging context and promotes success for all.

Our current priorities for improvement are outlined in the 2023/2024 'Developing Excellence Plan/School Improvement Plan' and linked subject lead action plans.

Progress since the last inspection – July 2018

Key Areas

'Middle leaders carry out regular checks within their areas of responsibility and use these to make improvements'

Subject leadership has been a key feature of our school improvement planning for the last 5 years. All staff have accountability for one of more subjects, which they have lead within the building of our curriculum, championing children's knowledge and skills and ensuring staff have the relevant training and pedagogical understanding to teach successfully. Staff work with local colleagues to build key networks and maintain their subject knowledge through network leadership meetings and then disseminate this with their peers at Rycroft as an 'in school expert'. Subject leaders work alongside colleagues to develop the quality first teaching within their subject to ensure sequential learning and clear progression for all children. They lead and organise CPD, including input from external specialists and have allocated time across each term to observe and support. These include 'deep dives' and triangulation of evidence to develop a clear picture of where their subject needs to improve further to ensure children know and remember more – subject leader feedback being a feature within staff meeting agenda's. Senior leaders support through one to one conversations within the deep dive process and through formal annual reviews which enable the development of their actions plans, forming part of school's DEP.

'The use of pupil premium funding is targeted more carefully so that the attendance of disadvantaged pupil's improves'

Pupil premium funding continues to support our disadvantaged children with a growing up take since the pandemic and the introduction of the school meal vouchers. (July 2018 - 29% to July 2023 – 37.5%) School provide free breakfast club places to support our PP families and encourage improved attendance. Attendance of all pupils is a key to achieving the best outcomes and school have worked hard through these challenging few years on this. The head, alongside the admin team, check attendance daily, with first day calls home and monthly through in house meetings to focus on children below expectations (School target of 95%). We advise families through a process of letter to personal conversations about attendance rates with further clear pathways followed which have included fixed penalties and LASAP meetings. Specific groups of children are monitored half termly including PP and SEN for patterns of lower attendance. School is not afraid to have challenging conversations and works alongside parents to combat barriers for learning including utilising the support of external agencies (**SEE CASE STUDY**) School's newest attendance policy considers the latest government guidance in 'Working together to improve school attendance' to further engage and build the attendance of our disadvantaged children.

'Plans to support pupils who have SEN and/or disabilities are matched more accurately to their individual needs'

Support for children with SEND and additional needs have evolved using examples of good practise and input from external agencies such as Rotherham's Specialist Inclusion Team. The new deputy head has further developed these, working alongside our feeder Junior school and latest understanding gained during the completion of her SENDCo qualification. Whilst staff workload is always considered, CPD time is provided to create plans which provide a deeper understanding of children's specific needs and how we support them. These are shared with parents through Parent's Evenings with families invited to contribute towards their reviews. They also provide strong evidence of a 'graduated response' and have been utilised during applications for EHCP's. For those children with an EHCP, the long term goals within them are used to develop targets for their termly 'Gateway To Learning' Plans and weekly individualised planning to support these learners with very specific needs.

The Quality of Education

Current School Evaluation - Good

The rationale for this judgment is:

Intent

Educational Intent

Rycroft has high expectations and an uncompromising commitment to ensuring children achieve the best possible outcomes and excellent progress. We aim to nurture our happy, confident pupils and provide them with the knowledge and skills to contribute to society. In these early years, a relentless focus on the core skills of Reading, Writing and Maths throughout the curriculum, is significant to building academic success, and thus engagement and positive attitudes to learning. Our commitment to this is clarified with 11 years as a 'Quality Mark' setting. This is also underpinned with memorable experiences and events used to widen children knowledge and understanding.

Curriculum Intent

School Leaders have effectively constructed Rycroft's bespoke curriculum to meet the needs of all pupils, with the views of the full range of stakeholders considered, including the use of pupil voice. Based on the National Curriculum, we use a thematic approach to support the building of schema for our children and creating those connections to their prior learning. We utilise our locality and ensure children are provided with opportunities to build their cultural capital and aspiration. Examples being theatre or historic location visits, visitors from a range of professionals, sports people and artists.

We review curriculum content yearly, as a whole school group of subject leaders, with regard to children's outcomes, developing knowledge and their responses to the learning. Ensuring, when this is done, it remains ambitious and designed to provide our children with experiences outside of their

norm, building their knowledge and access to different opportunities. Statutory requirements for RE are achieved as children engage in learning following the Local Syllabus and RHE/PSHE through discrete lessons using the ROSIS Scheme.

The broad and balance curriculum offer is knowledge led and takes into consideration the tools required to be a successful member of economic society, supported by our school values system. Coherently planned, disciplinary and substantive knowledge is developed across all three year groups, ensuring children's understanding is carefully sequenced, building on their prior learning allowing children to know, do and remember more.

To ensure our curriculum meets the needs of all pupils, including SEND, learning is adapted to ensure concept are sequentially built upon to foster fluency and independence with appropriate scaffolding to create sound educational foundations. Through individualised planning, children with very specific individual needs have their curriculum tailored and this ensures inclusive progression. We provide a curriculum for our children where there is a culture of high expectations and basic skills are woven through all learning in school.

Implementation

Teachers have strong subject knowledge and leaders ensure support and training is provided, internally and externally, to effectively coach those new to the profession or Key Stage. Subject matter is taught confidently with misconceptions identified and addressed speedily, staff adapting their teaching as required. Classroom observations (21/22, 22/23) and drop ins by SLT and subject leaders clarify this with high levels of pupil engagement and outcomes of subject leader CPD also demonstrated in lessons. Staff support each other across year groups, working collaboratively to ensure consistency and innovation.

Links are made across curriculum content with new learning integrated into previous knowledge and deeper understanding. 'Sticky Knowledge' checks provide a hook to capture children's imagination and bring knowledge back from long term memory. This also allows staff to gauge lesson requirements, adapting as appropriate. Staff plan carefully to ensure cognitive overload in working memory does not happen and careful modelling and scaffolding provides our young children with opportunities for success. Through the use of subject specific books, learning can quickly be revisited allowing pupils to recap prior learning on, for example, chronological order in history or specific sketching skills in art. Key vocabulary is included as part of lesson planning, building on previously taught terms, with staff referring to these throughout their teaching.

Formative assessment is used effectively by skilled staff to ensure learning is adapted appropriately, connections are made and learning achieved. In the best lessons this is observed during sessions, demonstrating the proficiency of staff and quality first teaching. Support staff are also used to intervene and scaffold learning (See Lessons Obs evidence). Assessed Learning Tasks check children's knowledge and inform next steps. Ongoing support such as PM Maths Interventions builds our ethos of 'keep up, not catch up' with learning and quickly providing assistance for misconceptions.

Summative assessment, conducted three times per year allow, provide effective data, which is utilised by staff at class level and SLT at a strategic level to form established interventions which effectively meet the needs of our children or address gaps in learning. The quantity of this assessment and analysis has been evaluated and streamlined to reflect school's commitment to staff workload and additional staff meeting time ensures sustainability. Pupil Progress meetings allow discussion of our pupils as individuals with professional conversations held to develop the programmes of support required. Teaching staff demonstrate their in-depth knowledge of their children, providing a vital insight for senior leaders both on academic next steps and needs for SEMH support. Moderation of judgements is a key part of our evaluation calendar to ensure accuracy across school and is further strengthened with moderation across the Infant School Partnership and the Headteacher's active role as a KS1 moderator.

Throughout periods of Covid 19 based, closure when remote education was in place, staff worked diligently to ensure children received a maximised curriculum offer with teaching mirrored for children accessing in school education and those taught at home. Staff provided daily online 'zoom' teaching and both remote and physical access to resources. Physically vulnerable children with SEND were taught online by individual staff and teachers provided targeted phonics intervention using the same format. Feedback from parents (June 2022) when asked on their views of support and remote learning included:

"It was very clear and communicated well. They supported families throughout the Covid 19 closure and also had the main focus and drive for all children's learning"

"Excellent. The online 'zoom' lessons kept my son engaged and he enjoyed interacting with his teacher and friends. Work we sent in was always seen and feedback sent to my son"

All staff strive to create a high-quality learning environment which reflects our whole school ethos of providing children with the best possible tools to allow them to succeed. Our learning resources are personalised and reflect Ryecroft's ambitious intention for children's achievement and support the coherently organised and sequenced curriculum we have created for our learners. These environments benefit from the principles of quality provision in EYFS and include opportunities for children to develop and embed their knowledge with independent learning provided in the classroom including small world and role-play to encourage speaking and listening and co-operation.

We are passionate about reading and use the #RyecroftlovesReading to celebrate this. We believe that building confident and fluent readers is key to children accessing both the curriculum and the wider world and we use every opportunity to pursue this goal. As an infant school, our chosen synthetic phonics scheme is Read Write Inc which we have used with fidelity for 8 years, moving phonetic outcomes in Y1 from 61% to 88%. Ongoing CPD and rigorous assessment – always seeking to move forward as best practise evolves, is key with proven interventions used to close gaps and support all children regardless of need.

Reading texts and resources accessed are phonetically decodable and meet children's current phonetic attainment level. Reciprocal reading and key age-appropriate texts are used once decoding is achieved to develop higher order comprehension skills and equip children for their next phase of education.

School have worked to develop our families understanding of phonics such as initial reading consultations, Reading Relaunches, Books and Biscuits and 'Authors Galore'. Through events and meetings, we have raised phonological awareness and the value of returning to text, the story tellers voice, reading with fluency and reading for enjoyment.

Developing children's love of books and for them to read widely and frequently, is as significant to our goals as providing decoding tools. High quality books areas, favourites baskets and special events such as World Book Day and 'Extreme Reading' encourage children to access reading for pleasure, with a self-chosen books taken home each week as part of this. Staff share their personal enjoyment of text, reading frequently in dedicated time and opportunistic moments to our young children, carefully modelling speaking and listening opportunities and themselves as readers and writers.

Impact

As a result of the quality of education provided, children achieve well in all aspects of the curriculum, which is reflected in our end of Key Stage outcomes. When children move to their next educational phase, they have solid foundations in place and aspirations for their future.

The majority of children begin at Ryecroft with lower than the expected attainment in key academic areas. Internal data demonstrates the impact the curriculum offer has on outcomes for our children including those with SEND and from disadvantaged backgrounds.

	Percentage of children at ARE (30-50Sec+) on Entry (Sept 20)	Percentage of children at ARE (KS1 EXP) on Exit (July 2023)
Reading	36%	70%
Writing	31%	67%
Maths	57%	77%

From their different starting points and backgrounds, the vast majority of pupils, including SEND and disadvantaged children, achieve the best possible outcomes, many above national averages. **88% of parents who had children with a SEND need in June 2023 agreed or strongly agreed that that the school gave their child the support they needed to succeed.**

% of PP children working at EXS+ at the end of KS1	2022-23		2021-22		2018-19		% of SEND (K and EHCP) children working at EXS+ at the end of KS1	2022-23		2021-22		2018-19	
	Ryecroft	Nat. NCER	Ryecroft	Nat.	Ryecroft	Nat.		Ryecroft	Nat. NCER	Ryecroft	Nat.	Ryecroft	Nat.
Writing	60%	44%	61.9%	41.2%	74%	54.7%	Writing	38%	18.8%	25%	17.2%	36%	21.6%
Reading	60%	54%	61.9%	51.6%	79%	61.9%	Reading	38%	28%	25%	26.1%	52%	29.6%
Maths	72.7%	56%	66.7%	52%	79 %	62.2%	Maths	43%	32%	41.7%	29.2%	52%	32.6%

We know our curriculum is effective because:

- An increasing number of pupils at Ryecroft read widely and often, supported by school incentives, ensuring they both understand and enjoy text.
93% of children enjoy reading and being read to at school and 40% percent of children achieving a Gold or Governor Reading Award (200+ reads at home) by the end of last academic year. (2022-23)
- Our monitoring, thorough the assessment process and interventions, demonstrates the teaching of phonics is highly effective and this supports the higher than national outcomes at phonics screening.
- Mathematical understanding is age appropriate or better with children demonstrating understanding of concepts and procedures. This is evidence through our outcomes at the end of KS1.
- Our data compares favourably to national outcomes despite our challenging context with staff striving for excellent attainment and progress for all regardless of need or background. **(SEE DATA INFORMATION PAGE)**
- Throughout the curriculum children's learning evidence is of a high quality with school's clear expectations evident throughout. **(See Pupils books and learning evidence)**
- Our curriculum and ethos also supports the social and emotional mental health of pupils, encouraging their resilience and confidence
- Pupils can articulate their learning and are well prepared for their next phase of education.

Next Steps

Next Steps for Improvement:

- Develop the use of knowledge organisers to support the assessment of non-core subjects and address immediate intervention as required.
- Continue to invest in the development of subject leaders pedagogical understanding and support from other colleagues and professionals.
- Also see school 'Developing Excellence Plan 2023/24

Behaviour and Attitudes

Current School Evaluation - Good

The rationale for this judgment is:

At Ryecroft all staff have consistently high expectations of our children's behaviour and conduct across all aspects of the school day which is supported by the school's use of positive strategies. With 'Secure' and 'Happy' being key aspects of our ethos, we understand that by meeting our children's basic needs we are able to effectively build their capacity to learn. Through whole school CPD (Trauma Informed Practise, Team Teach, Paul Dix) colleagues understand that all behaviour is a form of communication and that our behaviour as adults is key to the climate within our school. **100% of parents in June 23 agreed or strongly agreed (75%) that their children felt safe and 95% that they were happy at Ryecroft.**

Children are greeted by leaders and staff each morning and throughout the day. Staff use positive behaviour management theory and practise to encourage a nurturing and support environment within both the whole school and individual classrooms, with clear and consistent expectations in place and our values at the heart of these. Children modelling our values in their behaviours are rewarded through our 'values' balls and stickers with these celebrated in our assemblies.

'When I have done the right thing, I get a ball in the jar and a sticker. It makes me feel proud' – Pupil Voice April 2023

There is a calm and purposeful atmosphere around school and within lessons. Children care for each other with manners and kind behaviour modelled by staff and recognised positively when seen between children. By using classroom TA's as support at lunch time, the clarity of expectations is consistent and children understand that there is no change in these during less structured parts of the day. By providing activities and resources supported by adult modelling, incidents of poor behaviour and physical games are less frequent. **(PUPIL VOICE)**

Children whose specific needs affect behaviour are very well supported, by looking at each child as an individual. Through seeking further advice from agencies such as Educational Psychology, Rotherham's Specialist Inclusion Team or Aspire Outreach, we ensure children's needs are supportively and therapeutically met including the use of Individual Behaviour Plans, Behaviour Strategy Plans and an inclusive home/school approach. **(See case studies)** Our young children thrive on routine and structure. All classes have a consistent routine to their week and change is carefully managed for those who find it challenging with the use of daily visual timetables and now and next boards. SLT and key team members are always available to support staff with this often used discretely to allow children to self-regulate behaviour.

Bullying is clearly defined in school with age-appropriate definitions used and linked to our values of 'care' and 'respect'. Children are supported to understand the difference between bullying and falling out or physical play with the latter quickly identified and addressed through school protocols. Events in school are held such as 'Odd Sock Day' and support on positive relationships from the 'Anti-Bullying Company' help to ensure children can identify and act upon unkind behaviours. Any incidences of negative interactions are managed quickly with children and parents informed of school's actions. **90% of parents in June 23 felt the school dealt with bullying quickly and effectively.**

There is no place for bullying, aggression or discrimination either in actions or language at Ryecroft with differences valued and nurtured. CPOMS is used by all staff to record and analyse any incidents to ensure they are not repeated. **(See CPOMS Logs)**

Ryecroft understand that the best opportunities are provided to children with positive attendance. Although our age range is impacted heavily by early childhood illnesses and viruses, we work with parents to support excellent attendance. Punctuality is sought and relies upon strong relationships between home and school. **Persistent absence for pupils in receipt of free school meals (18.6%) was in the lowest 20% of all schools in 2021/22. (IDSR 2022)**

ATTENDANCE	All Pupils	SEND	Pupil Premium	Notes and Influencing factors
2022-23	93.1%	92%	92%	
2021-22	93.1%	91%	92%	
2020-21	95.2%	91%	93%	Covid Closure Jan to March
2019-20	83.2%	93%	93%	Covid Closure March to July
2018-19	95%	93%	95%	

Clear attendance policy and procedure is followed, using DfE best practice guidance and Early Help Pathways, to support families and take swift and effective action as required which included letters home, face to face meetings, home visits, signposting and LASAP meetings. School considers this a significant part of their safeguarding role.

There have been no suspension or exclusions of pupils at Ryecroft Infants with the national figure standing at close to zero **(IDSR Nov 2022)**

Achievements both within and outside of school are recognised through whole school Celebration Assemblies and Class Dojo posts for families to share what we are proud of. These achievements are both academic outcomes and for those children demonstrating school values and positive behaviours and characteristics. Our children enjoy coming to school and are enthusiastic about their experiences. Through our curriculum, and the events we use to stimulate it, many outside of their norms, children respond with commitment to their learning. Resilience and positivity is rewarded and praised with children beginning to understand what helps them to learn and where to seek help.

Our key words of 'Secure' and 'Happy' are built and maintained through the creation of warm and nurturing relationships with our young children who demonstrate they feel safe by responses gained through pupil survey and pupil voice work by our PSHE lead.

'There are lots of teachers who take care of me' 'It's really nice here and everyone is kind' 'All of the teachers keep me safe' 'Teachers and friends always help me' – Pupil Survey April 23

Next Steps for Improvement:

- Continue with further development of playtime as an opportunity to informally improve appropriate play and relationships with positive peer and adult models. Improved 'playtime offer' to also be used to support children's wellbeing and understanding of benefit to active and mentally healthy life
- Use most up to date attachment theory / restorative practise to develop school behaviour policy ensuring it addresses the changing needs of our co-hort of children and reflects the best possible and most current research models.
- Continue our sharp focus on raising attendance rates through developing parental engagement and understanding.

Personal Development

Current School Evaluation - Good

The rationale for this judgment is:

Providing a curriculum beyond the academic is significant for us, both because of the age and the experiences of many of the children who attend Ryecroft. Our curriculum is built around visits, visitors and special events to support children's cultural capital, passion for learning and aspiration.

Building spiritual, moral and social development is promoted through the curriculum as a whole in the choices of historical figures, geographical study, arts and RE curriculum and with sharper focus in PSHE lessons. We support children to explore their own feelings and beliefs whilst understanding that of others. This is considered through assemblies and both in other periods of history and in other countries. Pupils develop a sense of right and wrong which is promoted positively through our behaviour policy, assemblies and rewards systems. Events such as 'Safer Internet Day' and 'Anti Bullying Day' allow age-appropriate understanding of our interactions with others, their impact and risk. We consistently promote

kindness, politeness and good manners teaching children to be respectful and ensure that discrimination in any form is not tolerated and protective characteristics are maintained.

At the heart of our school's work is preparing children for life and our values represent our commitment to building confident and resilient learners with growing independence. This filters through our whole curriculum with children encouraged to share their ideas and have a voice. Pupils feel a sense of belonging to our 'Ryecroft Family' Through high expectations, boundaries and knowing how they help our school and community, children begin to build the foundations of citizenship understanding.

Through quality first teaching within PSHE (RSHE) and science, our children develop their understanding of healthy eating, with opportunities to make confident choices planned through the curriculum. Sports Premium Funding allows our partnership with SJD Coaching to develop a high-quality PE curriculum and children's understanding of the value of physical activity. This has encouraged **35%** (2022-23) of children to attend our after-school sport club, with **41%** returning rate, and has seen a number of children attending provision through the holidays. We also utilise our relationship with Rosehill Juniors to access their sports facilities with our Y2 children and ensure our children experience an international standard sports arena through our annual whole school Sports Day at the English Institute of Sport. In our pupil survey (April 23) **90%** of pupils said they enjoyed PE and referenced specific games and activities taught during PE lessons

We encourage children to celebrate their physical achievements outside of school as part of our celebration assembly and have been part of our local secondary school's 'Movement Festival' for the 10th year in March 2023.

PSHE and RSHE are taught through fortnightly discrete sessions, and follow the ROSIS scheme. This meets our statutory requirements and enhances the wider curriculum. Alongside physical health, it also promotes children's understanding of healthy relationships and their own emotional and mental wellbeing. In line with DFE guidance, we consulted our parents on the curriculum and policy and ensure it promotes our school ethos. Ryecroft has maintained our 'Healthy School' status proudly for well over a decade.

We always look for ways to ensure our children have access to activities and experiences outside of the school curriculum. Supported by our committed staff, our well received clubs have included, Film, Lego, iPad, Construction, Arts and Crafts, Baking, which change half termly allowing as many children to access them as possible, building co-operation and creativity, and Dance and Multi sports to develop teamwork and resilience.

The school takes a personalised approach to our pupil's mental health and wellbeing. With our Deputy Head, who is also our SENDCo, as Senior Mental Health Lead (Qualification undertaken through Leeds Beckett) we effectively support our children and provide pastoral care that is bespoke to meet their needs. Through the support of our experienced and nurturing team, we look at our pupils as individuals, identifying vulnerabilities and ensuring provision is in place to address this. Through a flexible approach we support our children seeking advice and refer to external agencies (Specialist Inclusion Team, CDC, CAMHS, 0-19 service) This helps to ensure our children's SEMH needs are carefully addressed and they are on the correct pathway for support. Due to the age of our pupils, providing advice and support for our families is key with senior staff regularly meeting with parents/carers to discuss their child and provide information on other networks they can self-refer to (Parent Partnership, Early Help, SENIASS) School also provides a safe space for social care and Early Help alongside other health professionals to work with children and our team. Children are encouraged to understand and discuss their feelings and staff are trained to identify early signs of need and alert senior teachers.

At Ryecroft we encourage children to have meaningful opportunities to be respectful, responsible and active citizens in school. Our Pupil Leadership Team support decisions made, runs events to raise money such as school discos and act as ambassadors for school on special occasions. (Examples - Wentworth Woodhouse Whistlejacket Exhibition, Christmas Carol Concerts) They have promoted respectful lunchtimes and care for the environment. Our Y2 children work alongside our FS2 as reading buddies both to support their ability to decode and through our 'Reading for Enjoyment' promotion of favourite texts.

Promoting British Values is woven into our curriculum with children developing a respectful understanding of faith and cultures. Our Pupil Leadership Team apply for their positions and support throughout the school with activities such as fund raising for a bike and scooter park, encouraging whole school recycling and clothing donations for 'Swop and Drop' events (See appreciation example – letter from Foodbank, KCM. Rotherham Hospital) Children build their understanding of how their behaviour and actions impact on others. Kindness and respect are continually modelled by adults and celebrated when these actions are seen in our pupils through our Values Jar's and stickers.

Our curriculum aims to build cultural capital and raise aspiration, ensuring children are ready for the next phase of their education. Using a mix of visits and visitors into school such as fire service, police officers, dental nurses, paramedics, artists, sports professionals and musicians we encourage our children to understand opportunities available for them in the future. Enterprise events allow children to gain an understanding of where money comes from and how it can be earned. Our activity passport within our 'Home School Diary' includes a stakeholder-built list of opportunities and skills we look to provide for our children outside of their curriculum offer such as visiting animals in a natural environment or experiencing a theatre production.

Through annual special days, the computing and PSHE curriculum children build their understanding of staying safe when using the internet, understand the risks and who to seek help from. They also begin to understand that not all content online is truthful and accurate. Support from external partners is also used to develop children's knowledge of how to keep safe in other ways such as near roads and water and fire and firework safety. Pupil surveys (**April 23**) suggest that **98.4%** of pupils feel safe and express staff as a factor in this feeling.

A comprehensive package of transition is in place for children both on their entry to school and as they move to Key Stage 2. This is annually improved and flexible to meet the individual requirements of children within the co-hort. With staff supporting throughout, detailed conversations are held with old and new settings to ensure children's needs and circumstances are clearly understood, appropriate support can be provided and children are well placed for their next phase of education.

Next Steps for Improvement:

- Develop whole school 'Aspiration' events with further opportunities for children to learn about future careers.
- Continue to improve how we gather 'pupil voice' (support by PLT) to better understand children's wishes and feelings on significant school issues.
- Review events to build age-appropriate understanding of online safety, annually developing these to reflect changing technology access and supporting parental understanding.

Leadership and Management

Current School Evaluation - Good

The rationale for this judgment is:

Consistent and clear leadership has been achieved with the established deputy taking on the role as head teacher in April 2021. The team has been further strengthened with the appointment of an experienced deputy and SENDCo into the position from September 2021. Other SLT, teaching and support staff have been with the school for a number of years with our last ECT taking up their post in 2020. Leaders share their vision for Ryecroft with clarity and are passionate about providing the best possible educational provision for all children regardless of need. Clear values are demonstrated and celebrated both by staff and children throughout school and we benefit from a strong team who ensure school policies are embedded and excellent practice is strived for. Staff demonstrate commitment to the school, children and the local community with positive relationships established between home and setting. Colleagues are always keen to develop their practice, providing quality first teaching, intervention and nurture for our young children. The head teacher is committed to distributed leadership and our strong shared values and policies remain key to teaching and learning. Leaders are ambitious and constantly seek to improve provision and remain involved and effective in doing this.

Leaders are fully committed to improving outcomes for our children and utilise effective monitoring and robust self evaluation to underpin school development planning. Teaching staff are partners in this and accept and seek advice on improving practice. Staff are accountable for outcomes and our desire to improve ensures we support internally or gain external advice such as work with the Infant Partnership Schools or LA. Professional development is clearly focused on school priorities for example 'Developing writing through transcription' and 'Scaffolding – How we support learning'. School's 'Developing Excellence Plan' accurately reflects schools next steps and the comprehensive measures to attain them. All leaders contribute with their own action plans which are evaluated, and RAG rated termly as part of their subject leadership with quality assurance undertaken by SLT.

Continuous professional development for all, supports school to build its capacity to improve. Subject leaders work with colleagues locally building links and developing their own pedagogy which is then disseminated to staff through internal meetings and linked to their actions plans. Additional opportunities through ForgeCPD, Rotherham LA or external agencies are sourced to meet individual needs or those of specific children (Ie Understand Autism, Makaton etc) and ensure challenging appraisal targets are achieved. Senior leaders provide personalised support for staff at all stages of their careers.

Ryecroft understands the critical role of home school partnership in a child's success and is always looking to improve our parental engagement. Senior Leaders are highly visible to parents daily and available to support families. We always strive to build our relationships and have seen a substantial increase in families attending events with around 80% at our recent reading events', over 60% at Maths Stay and Play and a significantly over subscribed Family Learning events, which we have extended for 23-24. In our most recent family survey (June 2023) 97% of parents agree or strongly agree that their children doing well at Ryecroft and 97.5% felt school had high expectations. School utilises our links with the local community and services such as St Nicholas church, POPS and EYFS settings to build links beneficial to our children.

The Leadership Team, including governors, address areas for improvement through rigorous evaluation of internal data, observations and moderation, adapting and developing our practice from this. Leaders listen to colleagues to ensure workload and wellbeing remains a priority and staff continue to be equipped to provide high quality first teaching. Workload is always factored into decisions and projects undertaken with feedback from staff used to create a 'Wellbeing Manifesto' designed to support all colleagues. To support subject leadership, focussed leadership days are invested in termly allowing staff opportunity to observe and spend concentrated time on developing their curriculum areas.

'Having time to reflect on my subject leadership role means I am more confident and equipped to support colleagues and impact on pupils learning' Staff Feedback – March 23

There is an open-door ethos in school for staff to speak to SLT with access to external telephone support in place for all. Staff meetings include wellbeing as a standing point and the head has completed Mental Health First Aid training. One to one's are made available for all staff alongside our annual survey aimed at creating a culture of support.

The governing body carries out its statutory responsibilities to ensure staff and pupils achieve well and are safe. They know the school's strengths and areas for development, visiting and observing to see practice in reality and using their wide skills set. Our Chair (appointed in 2020) has been a member of the board since 2017 with all governor's undertaking safeguarding training and a number with additional skills in safer recruitment. Governors seek clarity on the budget, SFVS and are keen to understand both provision and outcomes. They challenge leaders and seek further explanation and details. Through the presentation of data, discussion with subject leads and performance management they keenly share the vision for the school and maintain a sharp eye on ensuring progress continues.

Our Pupil Premium Grant is strategically planned with this published on our website. This is reviewed and adapted annually, based on outcomes and need with researched and established programmes run to benefit both Pupil Premium children and their peers. At **37.25% (JULY 23) (23.8% Av 22/23 National Data)** of children eligible for this, leaders carefully monitor outcomes and removing barriers to learning.

All adults see safeguarding as paramount in the work of the school and take their responsibilities seriously. There is a culture of early identification of vulnerability with safeguarding as a standing point at all staff meetings. Staff inform leaders of low level concerns or worries about children and are encouraged to seek clarification on actions taken. The use of CPOMS is embedded through school with all teaching staff using this effectively. The thorough Single Central Record is consistently maintained with staff appropriately screened and policies shared regularly. Staff code of conduct is updated and agreed to annually by all staff. Safeguarding training is continuous including annual KCSIE updates and the Head teacher acting as the Designated Safeguarding lead with other SLT members also able to undertake this role. Information gained as DSL for example new Prevent or FGM training is disseminated to all staff. Contextualised safeguarding is always considered with the impact of domestic violence and ACES currently

reflected on by staff for our young children. Additional CPD such as Teach Teach and First Aid strengthens our ability to safely support our pupils. School have used external audits to assess our safeguarding protocols adapting and building our practise in relation to this and the governors receive safeguarding information as part of our termly Head Teacher reports. Health and Safety requirements are met with a range of annually reviewed risk assessments in place for the learning environment and Evolve used to support external visits outside of our immediate locality. The agencies we work with (Early Help, Social Care etc) and our LA advisors have given positive feedback on school's protocol and safeguarding ethos

Next Steps for Improvement:

- Embed the 'Well Being Manifesto' based on Feb 23 survey and discussion outcomes. Promote a healthy 'Work Life Balance' with further steps in place to support workload whilst ensuring best outcomes for children.
- Develop CPD opportunities for all staff to continue to strengthening pedagogy and skills base
- Succession planning for established staff to ensure their significant knowledge and skills can be shared.

Early Years Provision

Current School Evaluation - Good

The rationale for this judgment is:

Children begin at Ryecroft from a huge range of starting points. Pupils come from up to 9 EYFS settings, both maintained and private, with some children joining us without any early years' experience. Over half of the FS2 intake 2023 arrived with lower than age related expectations in 14 out of the 17 areas and many with significant speech and language needs. Other areas of need, based on baseline data from September 2021 and 22, are word reading (27% at ARE Sept 22), fine motor (39% at ARE Sept 22) and aspects of social and emotional aspects of the foundation curriculum.

To support our children, we acknowledge the level of need and ensure our curriculum offer and integrated support maximises the achievement of all children regardless of circumstance. Our ambition for our pupils begins within the EYFS and continues through their time at Ryecroft, mirrored by all staff, and reflects the high levels of support we invest in. The curriculum is ambitious with coherent sequence allowing children to build upon their prior understanding, encouraging them to know, do and remember more. This is demonstrated through the creation of a learning environment which allows children to independently explore and consolidate their learning with carefully chosen resources. Staff are knowledgeable about both the desired outcomes and the needs of the specific children, using clear communication to challenge misconceptions and extend their vocabulary, clarify learning and adapting their teaching. A key factor when developing the curriculum offer was considering how subject specific learning achieved in EYFS was built upon in KS1 to maintain learning momentum and develop children's substantive and disciplinary knowledge, leading all curriculum maps and progression documents to begin at FS2 and contain ELG's.

School values are promoted and woven though EYFS life with children encouraged to be kind, proud of their achievements and resilient to setbacks with this extending to their physical and SEMH needs, where they are learn through play, managing risk and challenging themselves. The nurture and care provided for our youngest children is key to ensuring they are able to access all learning. Emotional literacy is effectively taught with the Webster Stratton 'Dinosaur School' programme and Circle Time embedded within the PSHE curriculum. Expectations are high and the majority of children respond well to the school wide behaviour policy, learning to share, cooperate, develop a sense of right and wrong and understand the impact of their actions on others with staff to support and model. The children's health and safety is paramount with policy and procedure in place to protect them including key workers and regularly reviewed risk assessments.

Children in EYFS benefit from school's synthetic phonics scheme, Read Write Inc, from their first week in school. High quality phonics teaching with a sharp focus on ensuring communication and language acquisition, is a significant aspect as we work towards all children being confident and fluent readers. Staff are well trained, through ongoing CPD investment in the scheme, and are able to ensure, with the support of the reading lead, that children's texts are matched to their phonetic ability. Engaging with parents to understand the teaching of reading begins on entry through parent information sessions/workshops and reading focused 'Stay and Play'. This dialogue is maintained thorough home-school reading diaries which are use consistently throughout school. Songs, rhymes and high-quality text are also used to develop vocabulary and promote a love for reading through engaging storytelling.

93.4% of children (April 23) told us that they enjoyed being read to and were able to name favoured stories

The maths curriculum builds key understanding of number and surrounding concepts with the depth and breadth required for more complex maths learning in KS1 and beyond. Practitioners are knowledgeable about the teaching strategies used and how these allow children to remember more and develop this understanding across the curriculum and through other concepts.

EYFS Meetings are held fortnightly allowing all staff to share observations, discuss specific children's outcomes across the EYFS curriculum and consider how provision can be adapted and improved. This also provides an excellent opportunity for CPD and dissemination of latest good practise information such as developing sentence transcription, with safeguarding as a standing point.

The skilled EYFS team use both summative data and their ongoing formative observations to respond to the needs of pupils and consider their next steps for learning both during focused direct teaching and within the learning environment. Activities are carefully chosen to match learner's interest and needs, taking into account staff findings. Specific one to one activity such as 'Gateway to Learning/ECHP' targeted activities or Speech and language programmes are utilised alongside the curriculum for focus children. Pupil Progress meetings identify children at risk of under achievement and strategic interventions are targeted. Programmes such as NELI and one to one RWInc interventions are used alongside individual and small group teaching, tailoring children's learning to bridge specific gaps and meet our academic ambitions for all. With our SENDCo as our FS2 lead, early identification of pupil's additional needs is swift and children are referred to external agencies or supported through school based interventions for the greatest impact.

Building relationships with children and their families is a priority with staff visiting as many children as possible within their FS1 setting prior to transitions activities. From initial meetings and our full transition programme beginning, we aim to create positive interactions between staff, including school leaders, and families which we know is key to children's security and success. This active role within their child's education continues to be encouraged with information sessions around learning, informal 'stay and play' with a focus on curriculum areas alongside whole school events

such as Enterprise afternoons or 'Authors Galore – Books to Explore' reading sessions. Staff also support families with access to SEMH services, Early Help and CDC.

Outcomes ??? how many move from below to ELG???

Next Steps for Improvement:

- Continue to focus on supporting the acquisition of language and speech and language development through financial investment in external support from Speech and Language professionals.
- Embed the maths curriculum to provide the best possible outcomes for children and foundations for EYFS learning.
- Continue to develop our external learning environment to support gross and fine motor development and enrich the EYFS provision.