

Glebe Primary Self Evaluation & School Improvement Plan (SEaSIP) 2024-25

Context

This Self Evaluation and School Improvement Plan (SEaSIP) is a working document used to set priorities and monitor progress throughout the year.

- We are an ambitious school and we have high expectations for all our children and staff. Our aim is to enable pupils to **achieve their full potential academically, socially and emotionally. This holistic approach is also threaded through our curriculum.**
- **We aim to provide an engaging, knowledge-rich, adaptable curriculum taught by well-informed teachers who are confident and encouraged to take risks and find innovative ways to deliver our syllabus.** We achieve this aim through our curriculum, our pedagogical approach and the enrichment opportunities we provide.
- This document sets out the strategic priorities agreed by the Governing Body, Head teacher and staff. It is informed by the school's rigorous self-evaluation system, the most recent external reviews (Local Authority Safeguarding Compliance Review, May 2024, Local Authority SEND Review – October 2023, Ofsted Inspection – May 2023, Curriculum Review – June 2022, Basic Skills Quality Mark – March 2021) and is underpinned by the school's vision and ethos.

In 2024-25 our focus is to maintain high standards of education whilst working to address the development points highlighted in the Ofsted report from May 2023.

The SIP is underpinned by detailed plans for each curriculum area.

Key Areas of Intent 2024-25

Quality of Education:

- **Ensure that teachers check and address gaps in pupils' understanding effectively (Ofsted action point)**
- **Ensure subject leaders who are new to the role develop their understanding of the curriculum in their subject (Self-evaluation)**

Leadership and Management:

- **Ensure that all new middle leaders are supported in effectively monitoring standards within their subject or phase.**
- **Monitor the effectiveness of the new school structure (1 x DHT and 1 x AHT with 0.6 [FTE] teaching commitment)**

Behaviour and Attitudes:

- **Ensure the Zones of Regulation are embedded across the school in all year groups.**

Personal Development – 2 year plan:

- **To introduce the OPAL programme to support the pupils' physical and mental well-being at playtimes (Year 1 of 2).**

EYFS:

- **To develop the maths curriculum in EYFS**
- **To tailor the curriculum in EYFS to incorporate the development of fine motor skills**

SEN/SRP:

- **To develop and train SENCO and SRP Lead to ensure they can effectively monitor the provision for the pupils they are responsible for.**
- **To create a part time SEN Support Teacher role which focuses on adapting planning and creating resources for pupils at pre-KS level and to focus on Red Box Pupil interventions to accelerate pupil progress.**
- **To develop independent learners across all key stages, ensuring they can access activities that are tailored to meet their needs.**

Summary Of Overall Effectiveness

- Achievement is good overall and this is evident across the school and has been maintained over a sustained period of time. The school has been **consistently in line and more commonly above national standards** in the EYFS, Y1 Phonics and at the end of both Key Stages 1 and 2. 2023 Headlines:

EYFS Good Level of Development

Glebe 2024	National Average 2023
73%	67%

Year 1 Phonics Screening Check

Glebe 2024	National Average 2024
94%	80%

Year 2 Phonics Screening Re-Check

Glebe 2024	National Average 2024
97%	91%

Year 4 Multiplication Tables Check*

There is no expected standard threshold for the MTC, but higher scores indicate greater proficiency in fluently recalling multiplication tables (Standards & Testing Agency)

Glebe 2024	National Average 2024
40%	29%

***Based on pupils who scored 25/25.**

National average score was 18/25 so with this in mind:

Glebe 2024	National Average 2024
81%	Not published

KS2 SATS Results

	Glebe 2024	National Average 2024
Reading	85%	74%
Writing	83%	72%
Maths	89%	73%
SPAG	85%	72%
RWM Combined	76%	61%

Greater Depth	Glebe 2024	National Average 2024
Reading	41%	28%
Writing	10%	13%
Maths	42%	25%
SPAG	47%	33%
RWM Combined	7%	8%

At Glebe, pupils follow the Glebe Way which is displayed all around the school building for pupils to refer to. The Glebe Way is a series of steps which include taking pride in their work, their school and their appearance along with other rules for a positive learning experience for all. As a result, pupils are confident and self-assured.

Children enjoy coming to school and are proud to be part of Glebe.

Attendance is usually in line with national averages.

High quality, innovative approaches to professional development and regular involvement in research projects support our focus on impact and engagement.

Leadership creates a strong culture of excellence and consistently demonstrates strong capacity to improve and maintain high standards.

93% of parents said they would **recommend Glebe** to others when asked in May 2023.

Quality of Education

Grade 2: Good

Context & Self Evaluation

Glebe, although in an affluent area of an outer London borough, has a very diverse intake of pupils from a range of socio-economic backgrounds with parents who have a broad spectrum of educational levels and school experiences. Almost half of our pupils do not live in Ickenham and come from further afield.

We have a number of children from military families (6% of school cohort) but this figure fluctuates regularly and our mobility is higher than average.

We have an 11-place specialist resourced provision for pupils with a hearing impairment which is often over-subscribed and we have a high proportion of pupils who require SEN support (13% of roll)

We are noticing higher proportions of children displaying mental health issues (even prior to Covid)

Leaders have developed an ambitious curriculum. Leaders' curricular thinking is well developed and helps pupils to build on knowledge sequentially. (Ofsted, May 2023)

Teachers have strong subject knowledge. They present information to pupils with clarity. Pupils learn new vocabulary well and talk excitedly about their learning. Typically, teachers check pupils' understanding effectively. (Ofsted, May 2023)

Leaders prioritise reading. They have implemented a systematic and sequenced approach to the teaching of reading. Staff understand the new phonics curriculum well. They help pupils to learn to decode words accurately. Staff help pupils to build their reading fluency quickly. Books that pupils read are matched well to their phonics knowledge. Where pupils are at risk of falling behind with early reading, staff provide appropriate and targeted help. This helps pupils to read with confidence. (Ofsted, May 2023)

Extract from Curriculum Review report (June 2022) "The curriculum at Glebe is strong and is well taught. There is a Glebe way of doing things, a vision that promotes happy, excited, inquisitive learners. Each area of the curriculum is well designed to meet the vision."

Forensic Pupil Progress Meetings, including separate 'red box' meetings that purely focus on lowest 20%, PP pupils and those with SEND.

InCAS assessment give an age related score which helps us to forensically measure progress of those pupils who are not at the expected standard

Extract from Quality Mark feedback: "Glebe demonstrated high quality evidence of fully meeting the ten elements of the Primary Quality Mark. Exemplary data analysis empowers staff to identify children at risk of underachievement and to intervene in a timely fashion; this is the key to the school's success." (March 2021)

Specialist teachers to support colleagues in developing their skills and confidence, e.g. French speakers team teaching French lessons, specialist PE teachers team teaching and supporting less confident colleagues and music teachers take whole class sessions.

Our staff are encouraged to talent spot in subjects other than English and maths so that we can encourage pupils to seek further opportunities in those areas.

Inclusive PE sessions are embedded – a specialist pre-teaches skills to SEND pupils and then these pupils are used to model the skill to the rest of their class

We use ambitious English texts & LA moderators (yr 6) praised vocabulary of children within writing books (June 2022). SEN/EAL pre and post teaching of vocabulary.

Specialist teachers to adapt class texts to ensure they are accessible to our pupils with SEND or HI, e.g. staff 're-writing' the Iron Man, Oliver Twist, etc. so that the content remains the same some the language is adapted to be accessible for the SEND pupils so they are experiencing the same provision as their peers – reasonable adjustment.

At Glebe we do not rely on just one scheme, but rather 'cherry-pick' the best resources to match the needs of the pupils and the objective of the lesson.

PPG funding used for 1:1 tuition.

Close liaison with local secondary settings for a range of subjects, ensures that we constantly adapt and modify our curriculum so pupils are ready to start the next phase of their education. Anecdotal feedback from these schools shows that Glebe pupils are well-prepared not only for the academic aspect of secondary school, but also the social and emotional aspects.

Clear progression across year groups ensures children use their prior learning to help them extend their knowledge further; "*The children could speak with confidence about what they were learning, why they were learning it and how previous learning related to what they were learning now.*" (Curriculum Review 2022)

Consistent use of the 6Bs (Brain, Book, Board, Buddy, Bits and Boss) are found in all classrooms to help the independence and resilience.

Use of carefully tailored success criteria helps the children to become more self-aware of their strengths and how they need to develop further.

Giving the children 'real life' opportunities to apply their knowledge and skills – problem solving/trouble-shooting.

We give pupils the opportunity to apply their fluency skills in maths in each lesson through reasoning and problem solving to demonstrate progress in all lessons.

Knowledge organisers help teachers to plan what they want the pupils to know by the end of each topic which feeds into their topic records.

Outdoor learning is promoted and we have an outdoor classroom as well as a science garden, a reading garden and a sensory garden.

A varied and multi-skilled approach to teaching concepts so that all learners are catered for.

School Improvement Focus for Quality of Education – 2024-25

- **Ensure that teachers check and address gaps in pupils' understanding effectively (Ofsted action point)**
Continue to embed live marking and Assessment for Learning (AfL) to spot and address misconceptions in a timely manner.
- **To ensure subject leaders who are new to the role develop their understanding of the curriculum in their subject (Self-evaluation)**
Many teachers have taken on a new subject this year – priority to familiarise themselves with the overview and expectations within their subject.

Action	Who?	Evaluated when, by and how:	Budget/ Resources	Timescale	Expected change/impact	Evidence source	RAG Status
Ofsted Action Point - AfL							
To ensure all teachers are assessing and marking in the moment within lessons, where appropriate.	All teachers	SLT (MP, JG & HI) and Phase Leaders (RW, KS, LG & AL) to evaluate through monitoring	Time for phase leaders to be released for learning walks. Teachers released to observe good practice in other classes £48.72 per ½ day	Ongoing throughout the year	Live marking to be happening in all lessons, where appropriate, by both teachers and any present LSAs Misconceptions are addressed and children suitably challenged	Learning walks/observation/ book scrutiny	Autumn 2024 Spring 2025
To ensure LSAs are familiar with live marking and support the class teacher by offering verbal feedback during a lesson.	Teachers to support LSAs with this	Teachers SLT and Phase Leaders to evaluate through monitoring	Time for LSAs to have school based training in live marking and our expectations	By July 2025	LSAs are clear on our expectations of live marking and are able to actively support the class teacher in doing this.	Learning walks/observation/ book scrutiny	Autumn 2024 Spring 2025
To ensure teachers and LSAs are noting down on pupils' work when they offer verbal feedback.	All class-based staff	SLT and Phase Leaders to evaluate through monitoring	Time for phase leaders to be released for learning walks and book scrutiny. £48.72 per ½ day	By July 2025	Verbal feedback is timely and effective	Learning walks/observation/ book scrutiny	Autumn 2024 Spring 2025
School Self Evaluation – Subject Leader Subject Knowledge							
All new subject leaders to write a personal action plan with a focus on their own priorities.	New subject leaders	SLT to have copies of all personal action plans	Subject Leader release time this term. £48.72 per ½ day	By end of September 2024	Staff to self-reflect and acknowledge what they need to focus on in their knowledge and understanding of their subject	Personal action plans	Autumn 2024
All new subject leaders to familiarise themselves with the knowledge and expectations of their subject across the school.	New subject leaders	Subject leaders to share with SLT an overview of their subject.	Subject Leader release time this term. £48.72 per ½ day	By end of December 2024	Once staff have this knowledge and understanding, they will have a secure grasp of the priorities for their subject and be able to create an action plan.	Informal conversations with SLT about their subject coverage and expectations	Autumn 2024 Spring 2025
All subject leaders to write a subject action plan to enhance and improve the teaching and learning within their subject.	New subject leaders	SLT to have copies of all subject action plans	Subject Leader release time during the school year £48.72 per ½ day	January 2025	Subject leaders to share their priorities with their class teacher colleagues	Subject action plans	Autumn 2024 Spring 2025

Leadership and Management Context & Self Evaluation

Grade 2: Good

Leaders have high expectations of, and aspirations for all pupils. Leaders have created a nurturing environment, so pupils feel cared for, valued and safe. Pupils trust staff to help them with any worries that they may have. Leaders have high expectations of, and aspirations for all pupils. Leaders have created an environment where pupils and staff feel valued. Staff said that school leaders support their workload, professional development and well-being effectively. (Ofsted, May 2023)

Extract from Curriculum Review Report (June 2022): Leaders are well supported and have clear knowledge of their area, its strengths and weaknesses and how to develop it next. The Head teacher is both visionary and determined, she and her team quickly pick up where there are issues and how to deal with them. This is a 'can do' school.

Subject Leadership Mentorship programme – SLT support subject leaders to develop their own practice through bespoke support as requested by the individual middle leader.

Leaders ensure that teachers receive focused and highly effective professional development. Our staff meetings all have a pedagogical focus to develop and improve teachers' subject knowledge as well as their deepening their understanding of how children learn. We are seeing consistent improvements in teaching over time as a result of this. The impact of our high quality professional development is evident in the quality of teacher subject knowledge and pupil progress.

Where specific issues are identified, bespoke support is put in place, e.g. support with planning or marking or team teaching. This is then followed up to check progress.

Leaders are approachable and willing to listen to staff, pupil and parent voice and adapt practice if it is in the best interests of the pupils and their learning. This is achieved through leaders being high profile and prominent around school for staff and pupils and before and after school for parents. "Parents and carers are hugely positive about the leadership of the Head Teacher with 93% saying that the school was well-led and managed." (OFSTED: May 2018). Parent Views in May 2023 stated that 93% said they would recommend the school.

Leaders readily engage with staff and take into account the pressures on them. Leaders are constantly looking at ways to make our practice more effective whilst still ensuring that pupil progress is at the heart of what we do – working smarter.

Leaders make themselves available to teachers to attend meetings where difficult conversations may have to be had with parents so they feel supported and protected and provide mentoring to support teachers with how to have difficult conversations so teachers feel more confident.

The school regularly works with others to support moderation, raise standards and share innovation. Opportunities to deepen the effectiveness of leadership and accuracy of self-evaluation were a focus through Challenge Partners in 2019 where leaders were judged to be highly effective.

Visitors to the school, including outside professionals always comment on the culture and the atmosphere of the school.

Governance:

Leaders have worked well with the governing body to develop important areas of the school. Those responsible for governance know and understand their roles well. (Ofsted, May 2023)

Governors are highly visible and have an outstanding relationship with SLT. Trust and transparency are key and Governors attend learning walks and pupil progress meetings to ensure our assurance. Leaders

and governors have an accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.

Our Governing Body were re-awarded the Governor Mark in 2018, having first achieved it in 2014. This demonstrated that those responsible for governance understand their role and carry this out effectively (only school in the borough to receive re-accreditation).

Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. This is evidenced through rigorous questioning and a highly detailed Head Teacher's Report.

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

Safeguarding:

97% of parents reported that their child felt **safe** at school in Parent Views (May 2023).

The arrangements for safeguarding are effective. Leaders ensure that all staff have up-to-date safeguarding training. Staff know what to do should they have a concern about a pupil.

Leaders respond quickly when staff raise concerns about pupils. Leaders make sure that pupils and families get the support they need. The school makes effective use of external agencies when appropriate. Pupils are taught to keep themselves safe. They are encouraged how to stay safe online. Pupils can identify a member of staff they would go to if they had any worries. (Ofsted, May 2023)

At Glebe, we have a culture of safeguarding that supports effective arrangements to identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation. We help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help. All Senior Leaders and the Chair of the Governing Body have received training in safer recruitment and manage this effectively along with allegations about adults who may be a risk to pupils.

School Improvement Focus for Leadership and Management – 2024-25

- **Ensure that all new middle leaders are supported in effectively monitoring standards within their subject or phase.**
SLT to mentor new leaders and support them in monitoring standards
- **Monitor the effectiveness of the new school leadership structure (1 x DHT and 1 x AHT with 0.6 [FTE] teaching commitment)**
HT and DHT to monitor workload and overall effectiveness of senior leadership

Action	Who?	Evaluated when, by and how:	Budget/Resources	Timescale	Expected change/impact	Evidence source	RAG Status
For new Subject Leaders to know the expectations within their subject to ensure they have a secure understanding of the knowledge and skills needed by the end of each unit of work in each year group.	Subject Leaders	SLT, termly, book scrutiny	Release time £48.72 per ½ day	From January – July 2025	With this knowledge and understanding, they will then be ready to monitor the standards within their subject and identify how teaching and learning within it can be improved further.	Meetings with SLT to outline the overview of their subject and demonstrate an understanding of the end of unit expectations.	Autumn 2024
For new Phase Leaders to know the expectations within their year groups and to be able to identify the strengths and areas for development within their phase.	Phase Leaders	Monitoring evidence forms	Release time £48.72 per ½ day	Ongoing throughout the year but first round of monitoring – October 2024	Phase leaders have a clear idea of how effective their phase is and what the priorities are.	Monitoring evidence forms.	Autumn 2024
All new phase and subject leaders to jointly monitor standards within their subject (with a member of SLT)	SLT (MP, JG & HI) to mentor relevant staff	SLT	Release time £48.72 per ½ day	Phase Leaders – October 2024	Phase and subject leaders feel confident and secure in their judgements so they can monitor alone when ready to.	Discussions between subject/phase leader and SLT	Autumn 2024
				Subject Leaders - from January – July 2025			Autumn 2024 Spring 2025
For all middle leaders to monitor and provide effective feedback to colleagues.	SLT (MP, JG & HI) to mentor relevant staff	SLT	Release time £48.72 per ½ day	Phase Leaders – October 2024	Middle leaders can effectively feedback to colleagues, set appropriate actions if necessary leading to improvements in teaching and learning across the school at subject and phase level.	Discussions between subject/phase leader and SLT regarding development points SLT to observe feedback sessions	Autumn 2024
				Subject Leaders - from January – July 2025			Autumn 2024 Spring 2025
To monitor the effectiveness of the temporary school leadership structure – to decide on what leadership structure is in the best interests of Glebe long term	MP & JG	Regular discussions between MP and JG	n/a	By Easter 2025 Interviews to be held the week beginning 17th March 2025.	MP, JG and Governors have a clear idea of which structure is most effective both in terms of the educational aspect but also financially.	Discussions as SLT and with Governors	Autumn 2024 Spring 2025

Behaviour and Attitudes

Context & Self Evaluation

Grade 2: Good

Staff have high expectations for pupils' behaviour and attitudes. Most pupils respond well and focus well during lessons. Pupils behave well during lessons, when moving around the school and at playtimes. They are polite and well mannered. Older pupils support younger ones with reading. This promotes the caring ethos of the school. Pupils felt confident that adults would deal with any concerns quickly should they occur. (Ofsted May 2023)

The school has high expectations of behaviour and conduct which leads to consistently good behaviour, with excellent attitudes to learning.

Extract from Curriculum Review Report (June 2022): "Expectations of behaviour were high throughout the school, no signs of poor behaviour or inattention were seen, in fact behaviour was exemplary."

At Glebe, pupils follow the Glebe Way which is displayed all around the school building for pupils to refer to. The Glebe Way is a series of steps which include taking pride in their work, their school and their appearance along with other rules for a positive learning experience for all. As a result, pupils are confident and self-assured.

Behaviour Matrix ensures a consistent approach in dealing with poor behavior and is used by all staff. All staff know that behavior is communication and all are quick to identify or seek the root cause of behaviours and act on addressing these root causes and prevent further incidents.

Behaviour Passports for children who find classroom rules or our expectations hard to follow – robustly monitored by the year group leader or phase leader daily and then the relevant DHT on a Friday.

Zones of Regulation are fully embedded with all SEND pupils and we have now rolled out across the school to all pupils.

An in-house Specialist Autism Mentor advises staff on how to support pupils with ASD within the classroom and helps with devising games and social stories for pupils.

Name the Behaviour flowcharts – to support children and parents to understand how to distinguish between teasing, rude, mean and bullying behaviour and the importance of doing so. Using the phrase: "*Bullying is mean, but being mean doesn't mean bullying.*" Children and parents understand that it is important to know the distinctions – so an incident can be dealt with appropriately and the correct sanction and support for both pupils can be applied. Bullying, child-on-child abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

Pupils conduct themselves well throughout the day, including at lunchtimes. This is due in part to the lunchtime staff implementing the Behaviour Matrix to address low level behaviours. Members of the public speaking to staff at venues or emailing or calling the school when our children have been on trips to compliment us on the behaviour.

The school is an orderly environment. Pupils set their own class targets at the start of the year and are awarded Class Dojo points for good behavior. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare and is swiftly dealt with by the consistent use of the Glebe Behaviour Matrix and/or The Glebe Way.

We have very high expectations of pupils' good conduct and behaviour and we rigorously promote high standards. We have a strong track record of rehabilitating individuals with identified behavioural needs who have struggled in other settings. We work closely with outside agency and parents to devise detailed Pastoral Support Plans for pupils who need a more focused and bespoke approach for behaviour management.

Parents, staff and pupils have no well-founded concerns about behaviour and attitudes. **92% responded positively on the Parent Views (May 2023) to the statement: *The school makes sure its pupils are well behaved with a further 6% reporting that they "Don't Know" as their child had not experienced any issues which we have taken as a positive response which equates to 98% of parents.***

Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. Such behaviour is not tolerated and school staff work in partnership with parents to address these behaviours.

Staff have worked hard to reintegrate pupils and to ensure learning behaviour remains consistently good. Children are keen to put effort into their learning, understand mistakes are part of the learning process and show resilience and motivation leading to outstanding progress. The children have the confidence to communicate confidently with others, to negotiate, challenge and build upon ideas in a respectful manner.

Senior leaders take an active and personalised approach to behaviour management and invest time in supportive approaches to behaviour management and reparation.

SLT analyse data from InCAS assessments which measure the pupils' attitudes to learning. Any pupils with poor attitudes to school, reading or maths are swiftly supported by Pastoral Support worker or the relevant member of staff (class teacher, subject leader) to address these issues.

The statutory requirement to teach relationships education, relationships and sex education and health education has been implemented. Following parental consultation, the school developed a curriculum covering all aspects outlined in DFE guidance. The RHE curriculum is central to our teaching of values, safety and wellbeing.

Safeguarding is highly effective. Leaders and managers continue to build a culture of vigilance where pupils' welfare is actively promoted.

School Improvement Focus for Behaviour and Attitudes – 2024-25

- Ensure the Zones of Regulation are embedded across the school in all year groups.

Action	Who?	Evaluated when, by and how:	Budget/ Resources	Timescale	Expected change/impact	Evidence source	RAG Status
The Zones of Regulation Digital Curriculum to be implemented and all teaching staff to be familiar with this.	Teachers	Termly, SLT, SENCO, PSHE Lead	£100 Staff Inset	Autumn	Staff are more skilled in delivering the Zones of Regulation programme and there is a consistent approach throughout the school	Pupil voice, monitoring, learning walks	Autumn 2024
The Zones of Regulation Curriculum to be fully delivered from Year 1 upwards	Teachers, LSAs	Termly, SLT, SENCO, PSHE Lead		July 2025	Zones of regulation is being taught in every class throughout the school year. The children are more confident in expressing their feelings and self-identifying ways to regulate	Pupil voice, monitoring, learning walks, behaviour around school, cpoms	Autumn 2024 Spring 2025
All classes to have an interactive display for zones of regulation, regulation strategies to be taught & a box of fidget toys	Teachers, LSAs	Termly, SLT, SENCO, PSHE Lead, Phase leaders	Class budget - £15	Autumn 2024	Children to be more independent in using strategies to regulated themselves and they are more confident to express their feelings.	learning walks	Autumn 2024
Become a NSPCC PANTS Champion school	PSHE Lead	Termly, SLT, PSHE Lead, Pastoral Support, Hillingdon	Course Release Time Inset	July 2025	All children to have a consistent language around their body parts and understand appropriate boundaries. Chn will have the strategies and language to make a disclosure if they feel uncomfortable about something.	safeguarding referrals, pshe lessons	Autumn 2024 Spring 2025

Personal Development

Context & Self Evaluation

Grade 2: Good

Pupils have experiences that broaden their outlook on life, such as visits to museums and universities. Parents and carers said that they valued the school's warm atmosphere and caring staff. Pupils benefit from a range of opportunities to play an active role in school life. For instance, some act as members of the 'eco' team or prefects. Pupils take pride in this work and take their duties seriously. Staff encourage them to make a positive difference in the community. Leaders provide many opportunities to enhance pupils' personal development. For example, pupils are taught how to recognise healthy and unhealthy relationships. Staff encourage pupils to understand and respect differences. They provide pupils with opportunities to discuss and debate important topics. For instance, how to improve their mental health and well-being. (Ofsted May 2023)

The school prepares pupils positively for learning. Our curriculum is ambitious and enables children to cumulatively develop the knowledge and skills to make links across and apply their learning. Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress.

We want to ensure our children are prepared for life in modern Britain. To counter radicalisation, racism and inequality we promote the fundamental values of democracy and equality through our curriculum, our ethos and our expectations of mutual respect for all developing a genuine understanding and appreciation of diversity; celebrating what we have in common.

Children are encouraged to understand adopt and live out values that complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.

At Glebe our mission statement describes how we take a holistic approach to education and we are proud to offer provision beyond the academic, vocational or technical. We value the whole child and as such work tirelessly to help them achieve socially and emotionally as well as academically.

Graduates of Glebe leave as strong, resilient, confident and independent learners who are kind and thoughtful. Our school council system and our ECO committee are just two examples of how we encourage our pupils to be positive activists and our Prefects and House Captain system develops leaders of the future. The selection of participants in these roles demonstrates democracy in action.

We employ a full time Pastoral Support Worker who supports pupils and their families and signposts them to a wide range of charities or groups who can offer further support, including HALO, ARCH, HESTIA, etc.) We have successfully sought the involvement of drama therapists who support pupils who need more targeted well-being intervention.

Our website has a specific Wellbeing page and we have a Wellbeing Link Governor

Our PSHE/RSE curriculum is flexible and tailored to the needs of our school and as such provides bespoke opportunities to explore the needs of each cohort, e.g. if friendship issues occur in a year group, the PSHE lessons for that week focus on that issue.

Our curriculum is designed to allow pupils to showcase their talents and staff are encouraged to spot talent and then support the pupil and their family to find ways to further nurture the talent, e.g. hockey league; a member of staff contacted the local hockey team to seek and secure a place for a pupil who showed exceptional raw talent. To help us talent spot, we offer an extensive range of extra-curricular clubs that are incredibly popular and pupil uptake is high, particularly amongst our PPG pupils.

Our curriculum is enhanced by the trips and visits, as well as school-based memorable experiences (including workshops) and the use of VR headsets to bring the curriculum to life. Being on a tube line and close to major motorways means that we are in a prime position to offer a wide range of experiences.

Pupil voice – pupils' attitudes to school (and maths and English) are measured annually via InCAS assessments and any scores of less than 3 out of 5 are invited to discuss their worries and action is put in place to address this.

Our SEND pupils (including those in our SRP) benefit from life-skills sessions, including budgeting, additional road safety, cooking and shopping trips.

Opportunities for children to perform to each other and a wider audience on a regular basis to develop confidence/public speaking – assemblies, performances.

Entrepreneurial skills are developed through initiatives such as the children taking ownership of the Christmas Fayre. Each year group plans and runs a stall with the aim of making the most profit which is funneled straight back into our school.

We welcome a variety of speakers to our assemblies, these include those with a religious message, those with a humanist message, speakers to promote personal safety, e.g. NSPCC.

As a school we are proud of our diversity and even prouder of our responses to it. We have case studies to highlight the strength of this area.

As part of the school week we focus on news – from what is going on in school, to the local area, to nationally and globally. We believe that the more informed children are, the more they will find ways to be able to react to the world they live in and successfully contribute to it.

Through PSHE, R.E. and debating the children are actively encouraged to share their views and listen respectfully to the views of others, even if it differs from their own and understand that not agreeing with someone's opinion is natural and not personal and does not make you (or them) a bad person.

Our choir performs at local residential care homes and lunch clubs for senior citizens and our Gardening Club enter local horticultural events (often winning!)

School Improvement Focus for Personal Development – 2024-25

- To introduce the OPAL (Outdoor Play and Learning) programme to support the pupils' physical and mental well-being at playtimes – social curriculum.
****2-year project** (Year 1 of 2: 2024-25)**
- To re-develop Pupil Voice and Pupil Leadership opportunities

Action	Who?	Evaluated when, by and how:	Budget/ Resources	Timescale	Expected change/impact	Evidence source	RAG Status
Opal Programme							
To appoint a teacher to lead on outdoor learning and play (OPAL Lead Teacher)	SLT to appoint	n/a	n/a	To start in September 2024	Children are directed on quality play and interactions with each other at break and lunch.		Autumn 2024
To appoint a link Governor to the OPAL programme	Governing Body	n/a	n/a	By November 2024	The OPAL team will have members from each area of school leadership to offer a different perspective.	minutes of governor meeting	Autumn 2024 Spring 2025
To begin OPAL training	Relevant staff	SLT & AB (OPAL Lead)	Training = £5,700	Spring Term 2025	Children to participate in high-quality outdoor play and are active, creative, and developing problem-solving and teamwork skills. They will exhibit improved behaviour, better focus in the classroom and enhanced social skills	Lunchtimes learning walks, cpoms incident log, feedback from teachers	Autumn 2024 Spring 2025
OPAL Lead Teacher to have release time to complete the training and to organise and monitor progress of programme.	AB (OPAL Lead)	SLT to oversee	Release time £48.72 per ½ day	Throughout the year	OPAL Lead to have sufficient time to train and ensure all staff are confident to deliver this programme	Observation Discussion	Autumn 2024 Spring 2025
To appoint an OPAL Play Co-ordinator (SMSA)	AB (OPAL Lead) & JG	n/a	Job description to be evaluated (cost tbc)	By December 2024	OPAL PlayCo to lead the play team to ensure that all children have access to exciting play opportunities, every lunchtime and break time.	n/a	Autumn 2024 Spring 2025
Pupil Voice and Leadership							
To appoint a teacher to lead on developing pupil voice and pupil leadership	SLT to appoint	n/a	n/a	To start in September 2024	A named member of staff to oversee and re-vamp pupil voice and leadership opportunities. Pupils have the opportunity to have their voice heard and actively contribute to decision-making in school	Minutes of meetings	Autumn 2024
To find additional ways for children to compete in inter-house competitions, i.e. other than sports-related events	SM (Pupil Voice and Leadership Lead)	n/a	Release time £48.72 per ½ day	Throughout the year	Pupils have a variety of opportunities to compete for their house and earn points.	Pupil voice Staff feedback	Autumn 2024 Spring 2025

Effectiveness of Early Years Provision 2024-25

Context & Self Evaluation

Grade 2: Good

In early years, leaders make sure that children learn successfully across all areas of learning. Staff help children in the Nursery and Reception Year to learn routines quickly. This helps children to share and play well together. In early years, staff help children to know about the world around them. Staff support children so that they are ready for Year 1. Leaders prioritise reading. They have implemented a systematic and sequenced approach to the teaching of reading. Staff understand the new phonics curriculum well. (Ofsted, May 2023)

The EYFS lead and the EYFS team (teachers and Nursery Nurses) are experienced, highly skilled and are a cohesive team. The delivery of Curriculum sessions, including Reading Practice are precise. Our EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.

Staff have high expectations of all children, who learn quickly. Leaders have constructed a curriculum that is ambitious and designed to give our pupils, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.

The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. The organisation of teaching is well-balanced, ensuring pupils experienced daily, teacher-led activities to secure basic skills in reading, writing and number and well as developing.

There is a sharp focus on ensuring that pupils acquire a wide vocabulary, communicate effectively and secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.

Through the Little Wandle Phonics Programme children make good progress with their phonic knowledge, learning to read and write decodable spellings and tricky words. Children that have not kept up with their peers are quickly identified and gaps are addressed through skilled delivery of Keep Up, Catch Up. The Foundations for Phonics and SEND programme will be incorporated in to EYFS this year.

Phonics and early reading remains a high priority, including instilling a love of reading from an early age. Reading areas are inviting and reading for pleasure is a focus. Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. Staff are highly trained in delivering Reading Practice sessions and other schools that have observed the sessions have described them as outstanding.

Formative and summative assessments are used effectively to identify gaps and staff are highly skilled in delivering the necessary interventions. Staff are skilled in delivery a wide variety of interventions that are tailored towards the individual child's needs. Staff know individual children very well and form positive relationships.

Staff keep children safe by teaching them to use equipment carefully and with consideration. Children are taught how to manage and take risks.

Our pupils develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.

Our more formal approach to maths, English and Phonics teaching means that pupils are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. Children make good progress from their initial starting point and perform above the national average particularly those with lower starting points.

By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.

Glebe pupils enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Our pupils develop their vocabulary and understanding of language across the seven areas of learning. Through Talk for Writing they learn to perform, stories, rhymes and songs off by heart.

Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements and those of others. Children understood the setting's clear rules and routines very well.

Talk for Maths has led to improvements in reasoning and the ability of pupils to articulate their mathematical thinking.

All staff are trained in Zones of Regulation and this is equipping all the children with the vocabulary, language and strategies to both identify and regulate their emotions.

Staff work well with parents to settle children into the early years and children are happy and excited to come to school. Parents are highly involved in the children's learning. Through Evidence Me they are given regularly reports as to what their children are learning, as well as their next steps. Support packs are distributed at parents' evening.

We have the same academic ambitions for all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

School Improvement Focus for Effectiveness of Early Years Provision 2024-25

- To develop the maths curriculum in EYFS
- To tailor the curriculum in EYFS to incorporate the development of fine motor skills

Quality of Education

Action	Who?	Evaluated when, by and how:	Budget/ Resources	Timescale	Expected change/impact	Evidence source	RAG Status
Develop the maths curriculum to ensure that children leave EYFS with strong basic skills and that children are challenged to develop a wide breath of knowledge.	Teachers, maths lead, EYFS lead	termly, learning walks, book monitoring, evidence me,	Jean Knapp training - £350 Maths lead release time	July 2025	Children will leave EYFS with a strong grasp of basic numeracy whilst also having a broad knowledge with developed reasoning skills. They will be engaged in lessons and keen to complete mathematical tasks.	learning walks, evidence me, Reception end of year assessments	Autumn 2024 Spring 2025
Maths interventions to be developed and rolled out for nursery and reception to support basic skills.	Teachers, maths lead, EYFS lead	termly, learning walks, book monitoring, evidence me,	Release time	July 2025	Children will leave EYFS with a strong grasp of basic numeracy.	learning walks, evidence me, Reception end of year assessments	Autumn 2024 Spring 2025
To refine and develop the curriculum and interventions to support the development of fine motor skills.	Teachers, P.E Lead, EYFS lead	termly, learning walks, book monitoring, evidence me	Release time	July 2025	Independent activities are varied, engaging and give children the opportunity to practise their fine motor skills in exciting ways.	learning walks, planning, evidence me, Reception end of year assessments	Autumn 2024 Spring 2025

Leadership and Management

Action	Who?	Evaluated when, by and how:	Budget/ Resources	Timescale	Expected change/impact	Evidence source	RAG Status
For the OPAL coordinator to support staff within the early years setting to lead staff in effective outdoor place, when the scheme is introduced.	OPAL coordinator	EYFS lead, SLT	release time, training sessions	July 2025	Staff will be more confident in leading outdoor sessions in EYFS. Outdoor sessions will develop the children's creativity, problem solving, teamwork and vocabulary.	Observations, learning walks	Autumn 2024 Spring 2025
To support staff new to EYFS to develop their skills, knowledge and practice.	EYFS Staff, EYFS lead	termly, EYFS lead, SLT		Spring 2025	New staff will have a secure knowledge of early years and how to develop, challenge and support the children.	staff feedback, learning walks	Autumn 2024 Spring 2025
To support and lead staff to develop a programme to support physical development and independence within the classroom.	EYFS Staff, EYFS lead	termly, EYFS lead, SLT	release time	July 2025	Children will have good physical development and will be more independent in tasks and in all aspects of school life.	staff feedback, learning walks	Autumn 2024 Spring 2025

Behaviour and Attitudes							
Action	Who?	Evaluated when, by and how:	Budget/ Resources	Timescale	Expected change/impact	Evidence source	RAG Status
Zones of regulation within EYFS to be embedded and all staff using this language in interactions with the children.	EYFS Staff	termly, EYFS lead, SLT,		July 2025	Children are able to identify and express their feelings. They are able to use strategies to help themselves regulate.	CPOMS, learning walks, staff feedback	Autumn 2024 Spring 2025
Social stories to be used to support the children to understand appropriate and a bank of social stories available in each classroom.	EYFS Staff	termly, EYFS lead, SLT, SENCO, SEN Support lead	release time	July 2025	Stories will be available immediately to share with a child if a situation arises. Children will be quickly and effectively supported to make appropriate choices and to understand different scenarios.	Staff feedback	Autumn 2024 Spring 2025
Create banks of resources to support children with strategies for independence with daily life tasks.	EYFS Staff	termly, EYFS lead, SLT, SENCO, SEN Support lead	release time	July 2025	Children will be more independent when completing and recognising necessary daily tasks, e.g. knowing to put on a coat when raining	Staff feedback	Autumn 2024 Spring 2025
Personal Development							
Action	Who?	Evaluated when, by and how:	Budget/ Resources	Timescale	Expected change/impact	Evidence source	RAG Status
Create visual supports and develop a curriculum for the children to show greater independence within the main aspects of school life.	EYFS Staff	Termly, EYFS lead. SLT	release time	July 2025	Children are more independent with basic activities e.g. getting themselves ready, identifying when a coat is needed etc.	Learning walks, teacher feedback	Autumn 2024 Spring 2025
To develop a curriculum and adapted the zones of regulation curriculum to support the children to identify and express their emotions and feelings in a safe and age appropriate way.	EYFS Staff	Termly, PSHE Lead, EYFS lead. SLT	release time	July 2025	Children are to identify and express their emotions and feelings in a safe and age appropriate way.	Learning walks, teacher feedback	Autumn 2024 Spring 2025

Applying the EIF in Mainstream Schools' Provision for Pupils with SEND (Deaf) – 2024-25

Context & Self Evaluation

- Leaders make sure that pupils with special educational needs and/or disabilities (SEND) receive effective support.
- Teachers know the needs of pupils with SEND well.
- Leaders work closely with external agencies to provide specialist support when required. They work together with staff to identify pupils' needs at an early stage.
- Pupils with SEND get the help they need to learn the curriculum alongside their peers successfully. Staff provide these pupils with skilful support through appropriate strategies.

Ofsted – May 2023

- **FOR STRENGTHS – ALSO SEE THE LOCAL AUTHORITY'S SEND REVIEW REPORT FROM OCTOBER 2023**
- Children fully integrated within lessons
- Signed songs (in British Sign Language) and used across the school where needed.
- Red box meetings- termly with SENCO and Teacher of the deaf- ambitious targets
- Vulnerable pupils were actively encouraged to attend in Lock down and their 1:1s worked with them. For those who were shielding weekly packs dropped to houses, phone calls were made home and videos were sent for how to tackle tasks.
- Specialist pedagogical knowledge applied for teaching reading for children where the main phonics programme is not accessible i.e. children with downs or hearing impairments
- Little Wandle SEND intervention programme introduced last year with pleasing initial results
- Excellent communication and relationships with parents
- Termly meetings with parents of children with EHCPs as well as annual reviews
- SENCO and Teacher of the deaf available at parent evenings and make themselves available to meet with parents at either the beginning or the end of the day each day.
- Weekly meetings and training sessions with staff in SEN department or 1:1s
- SENCO termly attends curriculum and policy governor's meetings and is questioned by the governors. Both the SENCO and QToD contribute termly to the Head teacher's report to Governors with updates and news from their departments.
- SEN sports tournaments
- Inclusive PE sessions: All pupils' needs are met in PE- specialist PE teacher pre-teaches skills so the SEN pupils are then used as role models for the rest of the class within actual lesson- builds confidence
- Specialist PE teacher also delivers bespoke 1:1 sessions based on EHCP targets, e.g. Occupational Therapy, etc.
- Good links with outside professionals
- INCAS is used to track specific months' progress- progress expected is in line with their Non SEN peers.
- Curiosity Box before topic starts, children use physical resources to explore concepts of the topic and hook them in.
- Pre and post teaching especially vocabulary
- Teachers given time termly to plan interventions for year group
- Life skills- crossing the road using public transport, cooking, consent, cycling,
- Transition books and plans for all SEN children in preparation for the next year
- Develop independence for learning as well as for life.

School Improvement Focus for Our Specialist Resourced Provision and SEND for 2024-25

- To develop and train SENCO and SRP Lead to ensure they can effectively monitor the provision for the pupils they are responsible for.
- To create a part time SEN Support Teacher role which focuses on adapting planning and creating resources for pupils at pre-KS level and to focus on Red Box Pupil interventions to accelerate pupil progress.
- To develop independent learners across all key stages, ensuring they can access activities that are tailored to meet their needs.

Action	Who?	Evaluated when, by and how:	Budget/ Resources	Timescale	Expected change/impact	Evidence source	RAG Status
Leadership and Management – Monitoring of Provision							
For SENCO & SRP Lead to provide effective, relevant, targeted and personalised feedback regarding SEND provision to colleagues and support them with action points.	SENCO and SRP Lead	SLT (MP, JG & HI)	n/a	Throughout the school year	SENCO & SRP can effectively feedback to colleagues, set appropriate actions if necessary leading to improvements in provision for pupils with SEND.	SLT to observe feedback sessions	Autumn 2024 Spring 2025
For SENCO and SRP Lead to share this feedback with SLT for quality assurance and information.	SENCO and SRP Lead	JC (SENCO) and JD (SRP Lead)	n/a	After every monitoring episode	SLT will have a clear view of the provision for SEND pupils across the school.	Feedback forms	Autumn 2024 Spring 2025
Quality of Education – SEN Support Teacher							
To appoint a SEN Support teacher to provide interventions for mainstream and SEN Support 'Red Box' pupils	SLT appointed TP	SLT and JC (SENCO) to evaluate impact in July 2025.	2 days per week for 38 weeks = £14,148.16 (cost to school, including on costs)	TP in post – Sept. 24 Red Box interventions to start Aut. 2	Pupil progress is accelerated (using PIRA and PUMA standardised scores to measure progress)	Pupil Progress meetings Intervention evaluations Pupil books	Autumn 2024
SEN Support teacher to adapt planning, create a personalised curriculum and resources for mainstream pupils who are working at a pre-key stage level.	TP	SLT and SENCO to evaluate impact in July 2025.	**Spring 2025 – highlighted yellow as this is strong in core subjects but more work needed to embed these elements in foundation subjects**	Throughout the year	Pupils who are working below the standard of their chronological key stage, to have a fully resourced, adapted curriculum that meets their needs.	Planning Personalised curriculums Pupils' books	Autumn 2024 **Spring 2025
Personal Development - Pupil Independence							
SEN Support teacher to support class teachers and LSAs to provide activities that have been carefully adapted to meet the needs of the SEND pupils so they can be accessed independently	TP, Class Teachers and LSAs	JC (SENCO) termly	n/a	Throughout the school year	Pupils are able to access an activity which has been modelled appropriately for a period of time (pupil dependent)	Pupil books Learning walks	Autumn 2024 **Spring 2025
For class teachers to provide the SEND children with a range of scaffolding resources to help them access tasks independently.	Class teachers & LSAs	JC (SENCO) termly	n/a	Throughout the school year	Pupils are able to ask for help once they have attempted a task to the best of their ability	Observation Feedback from teachers/LSAs Pupil books	Autumn 2024 **Spring 2025
All teachers and support staff to understand and use the support scale to measure how much support a pupil needs to access a task and adapt their expectations accordingly.	JC, TP, Class Teachers and LSAs	JC (SENCO) and JD (SRP Lead) termly	n/a	By December 2024	Support scale is embedded and used by all staff and is used by teaching staff to plan work that is pitched correctly for all pupils	Pupil books	Autumn 2024 Spring 2025