



Our School Self Evaluation Form

January 2022.



Werrington Primary School is a good school – Ofsted December 2017.

Together we will inspire confident learners who will thrive in a changing world.

Our vision is to instil in pupils a passionate commitment to learning, preparing them to be happy, productive, responsible, ethical, creative and compassionate members of society
Together, we will equip pupils with the mindset and skills to thrive. We will create a culture of mutual respect and acceptance where children are ready to move onto their next stage of learning having mastered the knowledge, skills and values to achieve their dreams.
Our school strives to be the heartbeat of the local community fostering positive and effective links to the wider and global communities..

To all our pupils,

Every day at Werrington Primary School we are working hard to make sure that you will:

- have every opportunity to become successful learners who enjoy being challenged in your thinking and are willing to take risks in your learning.
- know what it feels like to be good at something and have achieved your very best.
- understand just how incredible you are, believe in yourself and have confidence and resilience to follow your dreams.
- have known friendship and learned how to get along well with other people.
- work and play in an environment where everyone is valued and respected.
- know how to keep a healthy body and a healthy mind.
- feel part of your community, proud of your school and inspired to make a difference.



Context

We have over 460 pupils on roll, with just over 8% known to be eligible for Pupil Premium funding. The vast majority of our pupils (over 95%) are classed as 'white British'. Approximately 50% of our pupils come from the Werrington and Cellarhead area; however, an increasing percentage are now arriving from the Abbey Hulton, Bentilee and Townsend areas of Stoke-on-Trent.
Our percentage stability is 87.0% (compared to 86% nationally).



The school has a purpose built 52 place, part time Governor-run nursery. The destination for the vast majority of KS2 children is Moorside High School, a member of our MAT family of schools. There are regular opportunities for our children to visit the high school and a variety of transition days are arranged with different subject departments.

A dynamic, committed and cohesive staff team work to ensure that teaching and learning meets the needs of children as individuals. Staff members are supported by leadership and management which is outstanding. There are clear systems and structures for all aspects of the school's work. Governors support the work of the school in a range of ways; they work with the leadership and management team to scrutinise, challenge and hold all to account so that there is a clear strategic direction for the school.

Currently 10% of pupils are identified as having Special Educational Needs. Our school currently has 2 LAC, 1 child in special guardianship, 1 Private Fostering arrangement and 3 adopted children.

The majority of our children usually demonstrate a secure knowledge at age 0-3 years within the prime areas and are working within 0-3 years for the specific areas on entry to nursery.

On entry to reception, the majority of our children demonstrate a secure knowledge of age 3-4 in the prime areas and are mastering 3-4 years for the specific areas.

Our school recognises it has a low number of pupils from an ethnic minority background and provides pupils with opportunities to learn about other cultures both in the local area and further afield. We are keen to collaborate with a variety of different schools and academies to increase opportunities for pupils to interact with children from different backgrounds and cultures.

The school benefits from a being a member of the Potteries Educational Trust.



Key Statistics

Ofsted – December 2017

Key Issue One:

Teaching & learning – Ensure the quality of teaching, particularly in mathematics, is more consistent across school. Ensure teaching assistants more consistently support learning in lessons

- *'The Werrington Way' – A common understanding of what teaching & learning looks like at Werrington: Our 'Common Lesson Framework'*
- *'Open Classrooms', 'Lesson Studies' and 'disciplined enquiries' encourage staff to share & discuss 'good practice'*
- *Focused CPD has improved staff subject knowledge and resulted in well-designed sequence of lessons. The school have actively engaged with evidence-informed research (EEF)*
- *Use of TAs has been reviewed/restructured and new timetables/roles put in place*
- *Development of our mastery curriculum. Curriculum sequenced to ensure planned pathway of progression*
- *Participation in Painsley Maths Hub training, TRG and work groups*
- *Use of NCETM resources – SLT member is NCETM accredited CPD lead*

Key Issue Two:

Maths – Ensure more opportunities are provided for pupils to use and apply their mathematical skills in a range of subjects. Ensure pupils are given increased opportunities to record the reasoning behind how they approach the solving of problems. Ensure pupils are clearer about what they need to do next to further improve in mathematics

- *'Reasoning' and 'problem solving' explicitly taught – Problem solving skills explicitly developed through Maths, Science, Computing and D&T*
- *Ongoing curriculum development identifies cross-curricular opportunities. Numeracy evident across the curriculum.*
- *A focus on developing written reasoning*
- *Staff CPD has focused on developing reasoning and problem-solving across the school*
- *STEM focus across school – including development of scientific enquiry and Forest Schools. Development of #WerringtonSTEM*
- *Introduction of 'sentence stems'*
- *Promotion of vocabulary and oracy development across whole school*
- *Pupils know how to correct their work – introduction of 'progress checkpoints'*
- *'Live' / 'in the moment' marking enables pupils to be clearer about how to improve/correct their work. 'Feedforward' enables adaptations to be made so that children make consistent improvement/progression.*

Key Issue Three:

Communication – Ensure the school's website is updated to contain information about the spending of the PE and sport premium for primary schools.

- *Website is maintained, up-to-date and compliant*

School Improvement Priorities

- **Mental Health and Wellbeing** – Working with our wider school community to ensure that everyone feels safe, knows how to stay both physically and mentally well and where all members of the community play an integral role in the life of the school.
- **Leadership and Management** – Encourage and facilitate leadership opportunities at all levels with the strategic overview of developing the whole child.
- **Staff Development** – Every teacher needs to improve, not because they are not good enough, but because they can be even better
- **Curriculum** – Embed mastery across our bespoke Werrington curriculum
- **Pupil Outcomes** – Happy, resilient, independent learners intrinsically motivated and making good progress from their different starting points

Our Teaching & Learning Priorities for 2021/22 are:

- **Embed the Werrington Mastery Curriculum** – *'Knowledge is the collections of concepts represented in the brain, and understanding is the connections that they form between them'. Continuing to ensure that reading is at the heart of our curriculum.*
- **Problem solving in Maths** - *Finding a way to apply knowledge, understanding and skills to answer unfamiliar types of problems.*
- **Reasoning across the curriculum** – *Talk through and explain thought processes when answering a question or justifying an answer.*
- **Vocabulary development and oracy** – *The ability to hold authentic conversations in a range of situations and contexts.*
- **Formative assessment strategy** – *Feedforward. Assessment which moves learning on.*

Quality of Education

The school judges the effectiveness of quality of education as:
Outstanding



At Werrington Primary School we have a clear vision of what learning is: *Learning is a lifelong process of active engagement with experience, involving the development or deepening of knowledge, skills, understanding, values, ideas and feelings, in order to make sense of the world and ones place in it.*

We recognise the elements which contribute to becoming an effective learner and aim to instil this in all our pupils.

The Werrington curriculum is ambitious and is carefully designed so that **every child** has a clear journey through an ever-widening sequence of essential knowledge, skills and experiences. We view the curriculum as the totality of every planned experience and interaction that **all** children will encounter at our school. Its intent and implementation is embedded securely and consistently across our school and informs every aspect of our practice and our culture: from academic content, to safeguarding, to the recruitment of adults working at the school, and to the development of the characteristics and virtues which will support our pupils in living well-rounded, fulfilled and happy lives.

Pupils' learning is maximised by ensuring that key knowledge precedes all topics. Constant retrieval practice ensures that pupils can recall information and make 'connections'. Our long term and medium-term curriculum planning is structured to ensure a progression of a broad range of knowledge and skills from Nursery to Year 6.

Our school ethos – 'Together we succeed' – is evident in all lessons. There is consistency in assessment judgement as evidenced in 'external' moderation events. Pupil progress is reviewed at key points during the year and interventions identified at every level. Assessment and marking/feedback inform teacher planning; 'Mark (Feedback) -Plan-Teach' is the process that we have embedded across the school. Children are aware of what they need to do to improve. 'Feedforward' is highly effective in informing staff and pupils of their 'next steps' in learning.

Lessons are organised effectively resulting in adult support being deployed appropriately. Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills – 'critical thinking' skills are developed.

Lessons have a good balance of guided and independent learning. Relationships are very strong between staff and children and between children and children, creating a friendly and positive environment. Teachers have high expectations – These are clear for pupils and are embedded so that pupils listen well and follow instructions. All pupils strive to achieve highly, particularly disadvantaged and SEND pupils.

Termly pupil reports, year group Knowledge Organisers, parent workshops and reading sessions as well as termly meetings ensure that parents are well informed of how well their children are progressing and what their child needs to do to improve.

Action	Impact
<ul style="list-style-type: none"> ▪ We share a clear vision for what teaching and learning looks like for our staff and pupils – The 'Werrington Way' ▪ Our curriculum is designed to meet the specific needs of our pupils and, as such, is subject to constant review. We recognise that, whilst we are extremely proud of the curriculum at Werrington Primary, there is always scope for improvement and adaptation as the needs of our pupils change. ▪ Our pupils are actively engaged, self-motivated and believe that effort leads to success and take satisfaction from their successes ▪ Our pupils can increasingly articulate their learning to confirm knowledge and understanding and are confident in their own abilities to learn and improve. They can build on, and make links to, prior knowledge and can transfer knowledge and skills to other situations ▪ A rigorous programme of professional development including: lesson observations, peer modelling, 'disciplined enquiry', pupil interviews, monitoring of planning and book sampling by a range of internal and external professionals ensures consistently high standards. The rigorous monitoring systems and procedures inform quality ongoing CPD which in turn is systematically evaluated for impact. As a result pupil outcomes are strong and improving. ▪ A Werrington 'common lesson framework' supports staff in ensuring all teaching and learning is purposeful, consistent and effective ▪ Reading – whole class quality texts, VIPERS, texts linked to curriculum where appropriate. ▪ Strong teacher subject knowledge. ▪ The embedding of Maths mastery and introduction of Mastery across the curriculum is having a positive impact on the attainment of pupils. 	<ul style="list-style-type: none"> ▪ All teaching staff have a very clear understanding of what good teaching & learning looks like ▪ The emphasis on reading knowledge through VIPERS and key vocabulary has improved both 'reading for understanding' and a love of reading ▪ Quality CPD has contributed to teachers' very good subject knowledge. Teachers phrase questions skilfully to deepen pupils' understanding and challenge their thinking ▪ Early reading is a strength which goes on to promote a love of reading and reading for pleasure ▪ Enhanced opportunities for reasoning and problem solving ▪ Teaching is designed so that pupils are able to retain the essential knowledge that they are taught – use of retrieval practice and spaced retrieval is increasingly effective ▪ Use of 'feedforward' ensures that teachers use assessment effectively. Work given to pupils is appropriately challenging ▪ The curriculum builds on secure foundations ▪ Curriculum progression is mapped from Nursery through to Secondary ensuring that pupils progress through a coherent and sequential pathway and ensuring a seamless transition with our local secondary school ▪ Pupil's work across the curriculum is of a consistently very high standard ▪ Pupils value our wide extra-curricular offer – All clubs are full/oversubscribed. ▪ Pupils from all groups remember their learning ▪ Pupils are well prepared for the next stages of their education

Behaviour and Attitudes

The school judges the effectiveness of behaviour and attitudes as:

Outstanding



Our pupils are polite, respectful and courteous and have an excellent attitude to learning. They are intrinsically motivated, resilient to set backs and take pride in their work.

There are clear and appropriate routines and expectations for behaviour of pupils - There is a shared understanding of what constitutes 'Werrington' behaviour. Our School Rules ('The Werrington Way') are clear and known by all: Be respectful, try our best, keep ourselves and others safe. Children's positive attitudes ensure that their behaviour in and around the school is consistently positive. Incidents of bullying are very rare – They are dealt with swiftly and appropriately where they occur. Pupils are safe and feel safe.

Our Behaviour ('Positive Relationships') Policy has been developed by a variety of stakeholders and launched across the whole school community in September 2021. Pupils consistently demonstrate high levels of self-control and consistently positive attitudes to their education, and school life in general – Where a pupil might struggle with this, the school takes consistent, fair and highly effective steps to support them to succeed in their education and in their relationships. Rules and routines are taught.

Our Werrington ethos of respect encourages pupils to celebrate their differences and similarities. Through our links with the Potteries Educational Trust, pupils have the opportunity to develop friendships and empathy with pupils and students from a wide range of social, cultural and ethnic backgrounds.

Our 'Werrington Way to Wellbeing and Happiness' ensures that all pupils have the opportunity to make a positive contribution to the life of the school and the wider community. Many pupils help to maintain the sensory garden at the local Wellbeing Centre and all pupils work hard to raise funds for, and awareness of, a wide range of charities and organisations.

Vulnerable pupils are identified, their emotional wellbeing and academic progress carefully monitored and their needs addressed in a timely and appropriate manner. Pupils' attendance is above national average and the vast majority come to school on time.

Action	Impact
<ul style="list-style-type: none"> ▪ Clear routines and high expectations are established in all areas of the school. These taught routines are regularly monitored, maintained and evaluated. ▪ Teaching consistently captures pupils' interest – Pupils have a good attitude to learning. They enjoy coming to school, work hard and engage enthusiastically. ▪ Pupils appreciate how teachers check that everyone understands what is being taught. ▪ Clear link between motto, values and school rules ensures that there is a consistent message sent to all stakeholders about school culture, behaviour and attitudes. ▪ The school actively engages with Anti-bullying week and online safety initiatives such as 'Would you like me?' ▪ There is regular teaching and reinforcement of social behaviour and behaviour that maximises learning. ▪ Clear and effective Relationships and Attendance policies are in place and are applied consistently and fairly ▪ Our curriculum 'golden threads' are: community, migration, sustainability, innovation, equality and conflict. These were carefully chosen to meet the needs of our children and to positively influence their personal attitudes and values. 	<ul style="list-style-type: none"> ▪ Children's behaviour for learning (and behaviour in general) is exemplary; they have a clear understanding and appreciation of the impact of behaviour on learning and on others. ▪ The 'Werrington Way' permeates beyond school with many parents reporting that their children talk about, and follow, the 'Werrington Way' at home. ▪ Pupils are courteous and show exemplary manners towards each other ▪ Pupils are hard-working and enjoy their learning. They show fantastic levels of perseverance. ▪ Attendance is consistently above national average. Attendance for 2020/21 was 97% and Persistent absenteeism was low. Lateness is rare. ▪ Pupils continue to develop effective strategies to combat bullying and to manage risk in a range of situations. ▪ Lunchtime routines are continuing to improve with older pupils helping younger. Play leaders help ensure that children enjoy their break-times. ▪ 100% of parents (November 2019) agree that there is a friendly, caring atmosphere in school and that their child feels safe in school ▪ Over 99% of parents agree that the school makes sure that its pupils are well behaved ▪ Vulnerable pupils are supported well and barriers to their learning removed. ▪ Very low exclusion rate – No exclusions in 2020/21

Personal Development

The school judges the effectiveness of personal development as:

Outstanding



Pupils of all ages enjoy school life – lessons, breaks and lunchtimes, clubs, extra-curricular competitions, indoor and outdoor environments - and are proud to be a member of Werrington Primary School. Pupils are confident learners, and demonstrate excellent manners, respect and attitudes. This creates a positive learning environment for all. Pupils are provided with opportunities to assess and manage risk – physical, online safety, emotional and social and have a developing understanding of different behaviours and how to respond to these including when it is appropriate to involve an adult. There is a positive culture of respect.

Staff and pupils enjoy positive relationships. Teachers welcome pupils into the class each morning with a smile and a personal greeting – This sets a happy, purposeful tone for the day.

There is a strong focus on supporting, encouraging and facilitating the extensive personal development and strength of character of **all** pupils. Pupils are resilient. They talk about the ‘power of yet’ and understand that mistakes are an important part of the learning process.

Our ambitious, rich and creative curriculum is designed to meet the needs of all our pupils – The ‘golden threads’ of: equality, migration, sustainability, conflict, innovation and community run throughout our curriculum and reflect our commitment to the personal development of our pupils, and of our community.

Our highly effective and pro-active Wellbeing Team support pupils and parents/carers in developing positive mental health and wellbeing. They are highly successful in supporting children and families in overcoming any barriers to their education and personal development.

Pupils have a positive attitude to learning and enjoy school. They know they are valued and that their achievements will be celebrated. The learning environment is stimulating, purposeful and supports learning. Pupils have the opportunity to interact with children from different backgrounds and cultures through the ‘Seven Stars’ network – School Councils from across the network have met to work on a ‘Seven Stars’ anti-bullying initiative and there is a regular programme of sporting events where children from across the ‘Seven Stars’ schools meet to compete and play. An annual Wellbeing Conference is held for Y6 pupils.

The school curriculum is highly effective in supporting pupils spiritual, moral, social and cultural development

Action	Impact
<ul style="list-style-type: none"> ▪ We have successfully ensured that there is a highly effective culture of safeguarding. From the moment visitors arrive at school, our high expectations for the safeguarding of pupils are made very clear to them. ▪ There is regular teaching and reinforcement of social behaviour and behaviour that maximises learning. ▪ Our ‘Werrington Way’ – Be Respectful, Keep Ourselves and Others Safe, Try Our Best – embody our school values of: respect, friendship, excellence, self-belief, kindness and co-operation. ▪ Resilience is promoted. Pupils are happy to share their ‘mistakes’ with others and to discuss what they have learned from their ‘mistake’. ▪ Strong links with Stoke Sixth Form College, Staffordshire University and Keele University, plus links with Ogden Trust, STEM centre/North Midlands Science Learning Partnership and the new Computer Centre, enable pupils to ‘see the possibilities’ and encourages them to have higher aspirations ▪ Online safety – regular PD agenda item as well as for pupils. Digi-Gurus champion online safety and support class mates with online safety discussions and issues ▪ Extra-curricular offer is strong with good links with external agencies to provide a wide range of expertise. Pupils’ participation is tracked and pupils who are less likely / willing to join in are encouraged to attend Bee Active Festivals which are non –competitive/ Non-threatening – opportunities to try different sports with other pupils from different backgrounds. ▪ School ethos, combined with the ‘golden threads’ of our curriculum, promote understanding of British Values. ▪ Implementation of ‘Forest Schools’ and the ongoing development of the school grounds/outdoor areas encourage collaboration and resilience, and promote wellbeing 	<ul style="list-style-type: none"> ▪ Pupils speak clearly, oracy / opportunities for quality talk and debate are plenty ▪ Pupils understand the ‘power of yet’ and are resilient and happy to take on ‘challenges’ – They understand that making mistakes is an important part of the learning process. ▪ Pupils feel safe & happy at school ▪ The curriculum is well matched to our pupils needs and helps to prepare them well for life in modern Britain ▪ Pupils are ‘next stage ready’ ▪ Transition into and through school (including links with PVI) is highly effective ▪ Forest schools/Outdoor learning has a positive impact on staff & pupils’ wellbeing ▪ Pupils understand, appreciate and respect difference – cultural, religious, socio-economic, ethnic ▪ Pupils know their community and their locality well. ▪ Pupils have high aspirations, assisted by opportunities to visit PET institutions and local universities ▪ Pupils are presented with a wide range of opportunities which engage, develop and challenge pupils interests and talents (Curricular and extra-curricular). ▪ Pupils know about keeping healthy – physically, mentally and emotionally. They have an age-appropriate understanding of healthy relationships ▪ Any online safety concerns are tackled quickly ▪ Pupils have an awareness of what constitutes ‘good mental health’. ▪ The ‘Werrington Way’ encourages pupils to be respectful, try their best and to keep themselves and others safe.

Leadership and Management

The school judges the effectiveness of leadership and management as: **Outstanding**



The effectiveness of leadership and management in embedding ambition and driving improvement is outstanding because the relentless pursuit of school improvement is shared by all stakeholders. The Senior Leadership Team have high ambitions and a clear focus on pupils' achievement, attainment and personal development. Strategic planning reflects and promotes ambitions and goals within all key areas. Senior leaders inspire, motivate and influence staff and pupils to work towards achieving the goals of the school. Leadership is increasingly devolved and draws on the strengths and expertise of staff at all levels in order to maximise pupils' achievement. Staff, parent and pupil opinions are regularly sought and used to inform and develop provision. Best practice is modelled and shared resulting in outstanding opportunities for pupils to learn. Consistently high expectations and the positive learning culture of our school have enabled pupils to make good progress, have high expectations of their own and of others' behaviour and have the confidence, skills and knowledge so that they are 'high school ready' when they leave us. Actions taken by leaders are firmly based on evidence from the latest research. This informs a comprehensive programme of professional development that challenges and inspires staff. This programme is linked to staff 'performance development' and to school improvement priorities. It ensures that all teaching and learning staff have a robust and secure subject, pedagogical and pedagogical content knowledge which is consistently built and developed over time. Leaders at all levels have an excellent understanding of their role and are empowered to continually search for ways to improve the outcomes for all. The curriculum is constantly evolving to ensure that it meets the specific needs of our pupils. There is a clear rationale for the curriculum and for each subject. Our curriculum is broad and balanced and is enriched through a full range of visits and visitors, and through our links with PET. Staff have devised a 'Common Lesson Framework' that ensures consistency in teaching and learning, and in expectations. Workload and wellbeing of staff is high on the leadership team's agenda and a number of initiatives have been introduced to support staff, including training a staff mental health first aider and significant changes to marking and feedback expectations. The Werrington Behaviours Framework clearly sets out what it means to work at our school – what the school expects from staff and what staff can expect from the school. Pupils and staff feel safe at Werrington. Safeguarding is paramount and is constantly monitored and reviewed. We have a strong governing body. Governors are highly effective in their role, asking challenging questions and effectively analysing information. They are knowledgeable about the school's strengths and areas for development. Finances are monitored carefully and the impact of spending is carefully evaluated.

Action	Impact
<ul style="list-style-type: none"> ▪ Quality programme of CPD aligned to performance development, school improvement priorities and curriculum needs/subject knowledge ▪ Leadership skills are developed – A range of NPQs (NPQML, NPQSL and NPQH) are available to staff as appropriate ▪ Curriculum team and subject leaders ensure a logical progression of knowledge and content are taught over time ▪ Effective links established with our colleagues from PET have enhanced our CPD provision, provided additional support in some curriculum areas and facilitated 'wow' events linked to our curriculum ▪ Workload and wellbeing initiatives have been received positively by all staff. ▪ Strong SLT have excellent grasp of the school's strengths and areas for development. Robust plans in place to ensure further continuous school improvement ▪ Parental relationships/communication is strong ▪ Strong networks/collaborations with a variety of local schools with pupils from a wide range of different cultural, socio-economic and religious backgrounds ▪ Governors provide appropriate challenge to the SLT ▪ ▪ 	<ul style="list-style-type: none"> ▪ Strong shared values, policies and practice ensure challenge and consistency across the school ▪ Staff have a very strong curriculum knowledge for their year group. They also have an excellent understanding of 'where the children have come from and where they have got to get to' ▪ Over 99% of parents (Nov 2019) are happy with their child's experience at Werrington Primary School ▪ Staff feel valued. Workload is 'appropriate' – Staff absence is low. Retention of staff is good. ▪ Mental health first aiders have a positive impact on wellbeing across the school ▪ Pastoral care is strong ▪ Governors have a good understanding of the school's areas for development and challenge appropriately ▪ Strong culture of safeguarding ▪ Strong ethos that all pupils are capable of achieving ARE ▪ Leaders and teachers communicate extensively with parents and the community ▪ Staff engagement with our excellent CPD offer leads to 'great' teaching and learning. ▪ Many staff embrace the opportunity to take voluntary leadership roles inside and outside of school.

Quality of Early Years

The school judges the Effectiveness of quality of early years as:

Good



Leadership and management in EYFS is outstanding. The Key Stage Leader, who is an experienced EYFS Teacher, provides a model of high quality teaching and learning. The team are relentless in the desire to keep improving already strong provision and continue to drive improvement effectively. There is a clear vision for how children will succeed and a practical understanding of what children need to experience. The Leader of the early years and staff have worked together to transform the indoor and outdoor classrooms. This improved environment enthuses and inspires boys, and is accelerating their learning and development.

The EYFS environment and curriculum has been carefully designed around our children and their needs and thus is ambitious and meaningful. It has a strong impact on what the children know, can remember and do. Children are consistently engaged and are seen to develop and sustain increasingly high levels of concentration. The children actively enjoy their learning – They are motivated, eager to join in and keen to share their learning with visitors to the classroom.

Teachers' planning follows careful observations and assessments of the children; engaging with the children during their purposeful play is key in order to meet the children's needs and deepen their learning. This is achieved through a careful balance of adult-directed, child-initiated activities and often in the moment planning. The learning environment, including continuous outdoor provision, is organised to allow children to explore and learn securely and safely in a variety of different ways. Learning opportunities are designed to encourage pupils to develop the use of their imagination and creativity, and develop curiosity in all aspects of their learning. We nurture the skills of resilience and resourcefulness aiming to empower / support children in overcoming barriers to learning.

Our EYFS children are highly motivated and keen to learn. They are inquisitive and keen to join in new activities. They develop a good understanding of how to keep themselves safe and manage risks and challenges.

Children in the early years, including boys, are encouraged to learn in the exciting and inviting indoor and outdoor classrooms. Muddy activity and construction areas are used well to encourage early writing skills. Secret words and sounds are used to fascinate and engage boys effectively.

Our approach to early reading and synthetic phonics is systematic and highly effective. We have recently adopted the 'Phonics Bug' DfE validated phonics scheme. The introduction of 'word of the day' encourages the children's knowledge and use of vocabulary to flourish.

Early mathematics is strong; the use of subitising and looking in depth at mathematical patterns and problem solving provides a strong basis for more complex learning as children move through the school.

Parents are regularly updated with progress via the children's Dojo portfolio, messages/letters, informal communication at the start and end of each day and via more formal parents' evenings.

Action	Impact
<ul style="list-style-type: none"> ▪ The Head Teacher/Deputy Head and Key Stage Leader monitor EYFS provision in a variety of ways including lesson visits, work scrutiny, planning scrutiny, data analysis, discussions with pupils, and discussion with the EYFS staff and drop in visits. ▪ The EYFS curriculum is challenging and is taught in a logical progression ▪ Systematic teaching of early reading and synthetic phonics is highly effective ▪ Staff are very knowledgeable about the areas of learning that they teach. They are particularly knowledgeable about the teaching of early mathematics ▪ The Key Stage Leader and EYFS Teachers work effectively with the Seven Stars schools to validate assessment and share best practice. ▪ A comprehensive transition programme is in place to support children's social and academic transfer into school. This enables us to encourage independence from the start. ▪ Staff consistently follow behaviour and safety policies to ensure the children's health, safety and well-being. Safeguarding and pastoral systems ensure that children are well supported and concerns are acted upon immediately. ▪ Use of "in the moment" planning follows the children's interests in line with our school curriculum vision. 	<ul style="list-style-type: none"> ▪ The number of children reaching a good level of development at the end of Reception is above the national average. ▪ Children acquire a widening vocabulary and most communicate effectively ▪ Children acquire a love of books and of reading ▪ Children are well prepared for starting KS1 by the end of Reception ▪ Pupils show increasingly high levels of curiosity, concentration and enjoyment in their learning ▪ Children demonstrate positive attitudes to learning. They are usually resilient to setbacks. ▪ Parent voice is extremely positive ▪ Positive relationships with PVI's/pre-schools

Overall Effectiveness

Werrington Primary School is highly efficient and effective. The School Community is ambitious for all its pupils and there is a determination for the School to succeed in all aspects of its work.

'Parents, staff and pupils are all highly positive about school' (Ofsted 2017).

Pupils have outstanding educational experiences at school and these help to equip them for the next stage of their education and their longer term futures. Leadership and behaviour and safety of pupils are all outstanding.

All pupils benefit from teaching that is at least consistently good and much that is outstanding and this reflects the high expectations of staff and high aspirations for pupils including disadvantaged pupils and those with individual and special needs. Leaders rigorously monitor the quality of teaching and learning and staff performance, they intervene, challenge and support underperformance effectively. 'Pupils are making good progress in their learning from their individual starting points. Pupils' books show that pupils of all abilities are progressing well' (Ofsted 2017)

Performance Development of staff is rigorous and systematic reviews are planned with staff at regular times during the year with a sharp focus on pupil achievement and wellbeing. Staff believe that 'teachers should improve not because they are not good enough but because they can be even better' and the school places significant emphasis on the professional development of all staff, building on their curriculum subject knowledge and pedagogy. Staff enjoy working at Werrington Primary School.

Pupils increasingly make rapid and sustained progress across most subjects and learn well. Pupils enjoy their learning and are proud of their school. Children are offered clear guidance, excellent support and exemplary levels of care. The school's practice reflects the highest expectations of staff and the highest aspirations for pupils, including those with special educational needs.

Great emphasis is currently placed on developing a rich, relevant, broad and balanced curriculum which leads to outstanding learning and achievement and develops the pupils' spiritual, moral, social and cultural understanding. 'Pupils participate enthusiastically in a wide range of subjects. They are enthused and inspired by the rich and creative curriculum provided which serves their needs well' (Ofsted 2017).

Consistent rules, rewards and consequences have a positive impact on behaviour. Incidents of bullying and/or racism are extremely rare and are dealt with swiftly. Pupils are respectful and courteous and take pride in their own and others' achievements.

The overall effectiveness of our school at this time is 'Outstanding'.

