



**Self -Evaluation Document for Mainstream Taught Pupils: April 2014**

**ACHIEVEMENT**

The achievement of mainstream taught pupils is good.

**Mainstream Taught Pupils overall attainment at Key Stage 2:**

In 2013 the average point score for all mainstream taught pupils was 27. Although we recognise this is below national average, this was mainly the result of a poor writing score. In mathematics it was 28.1 compared with the national of 28.7, In reading it was 27.5 in comparison to 28.5 and in writing the APS was 25.9 compared with the national figure of 27.5.

We must consider the context of this year group which had 39 mainstream taught pupils of which 25 were boys and only 14 were girls. Nine of these girls were on the SEN register, from School Action to School Action Plus and three of the nine girls joined in Year Five and were significantly below average. Consequently, only five of the 14 girls were achieving national expectation (36%). Overall they were a very low attaining cohort throughout the life of the school.

Despite this, the performance of our mainstream taught boys met or exceeded the national average in all subjects, with the exception of reading which was 0.3 points below. It is unreasonable to table the performance of girls due to the context outlined above. Relevant data is available within the academy.

**Mainstream Taught Boys APS in 2013**

Combined (RWM)			Maths			Reading			Writing		
Sch KS1	Sch KS2	Nat	Sch KS1	Sch KS2	Nat	Sch KS1	Sch KS2	Nat	Sch KS1	Sch KS2	Nat
14.8	28.1	28.1	15.3	29.4	28.9	14.9	27.8	28.1	14.2	27.2	26.6
13.3 progress			14.1 progress			12.9 progress			13 progress		

**This represents good progress.**

Prior attainment within this cohort showed that only 3 pupils were higher attainers. 7 were mainstream lower attainers (6 in unit provision) and the rest, 29 pupils, were middle attainers.

**Level 4 Attainment 2013**

The proportion of mainstream taught learners achieving L4+ is slightly above national average in reading indicating good progress from their prior starting points.

For example, in reading 16 of the 39 pupils in mainstream education were judged level 2c or below in their Year 2 (2009) assessment. Current leadership and local authority recognises that some of the level 2c pupils were generously ascribed their Key Stage 1 grades. This equates to a maximum of 41% of pupils who may not have been level 2+. **This again represents good progress.**

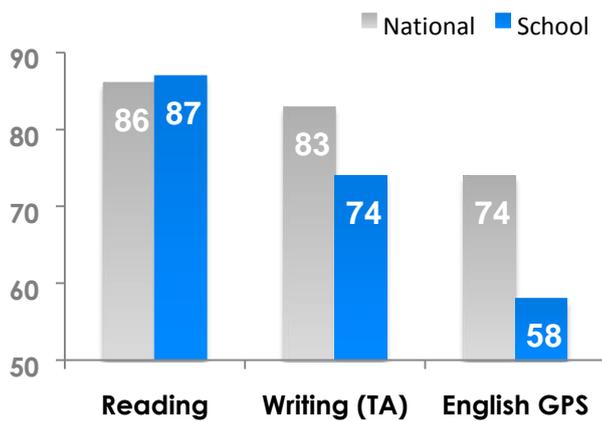
In writing, in 2009, 17 mainstream pupils achieved level 2c or below. This equates to a maximum of 44%. Consequently to achieve 72% Level 4 + in 2013 shows **good progress.**

In 'SPAG' Pennyman recognises we under emphasised the spelling part of the literacy curriculum and did significantly better in grammar and punctuation. We can demonstrate the actions taken to improve this for future assessment.

**Level 4 + Literacy Attainment 2013: Mainstream taught Pupils:**

The proportion of learners achieving level 4 + in Reading has been on a continuous upward trend since 2011 and we have managed to maintain this, even with the very low achieving cohort in 2013. This confirmed progress towards the issue in our 2010 Ofsted of reading for meaning.

In 2009, 14 (36%) of the cohort taught in mainstream classes, achieved level 2c or below. This indicates that only 59% of the cohort were a secure Level 2 on leaving KS1. To achieve 87% of L4+ therefore **represents at least good progress.**

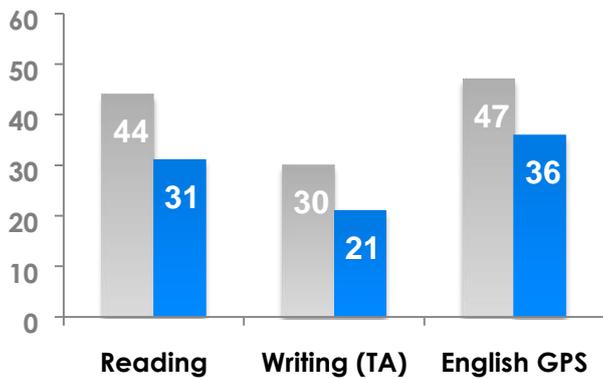


**Level 5 + Literacy Attainment 2013: Mainstream taught Pupils:**

In reading 5 pupils achieved level 3 (13%), therefore considering 31% achieved level 5 in 2013 **this is certainly good and could represent outstanding progress.**

In writing no children achieved level 3 at KS1 however, 21% of mainstream pupils achieved level 5 in 2013. **This is certainly good and could represent outstanding progress.** Whilst no children as yet have achieved level 6, we are teaching level 5 and 6 boosters with years 5 and 6 children as part of our revised gifted and talented provision.

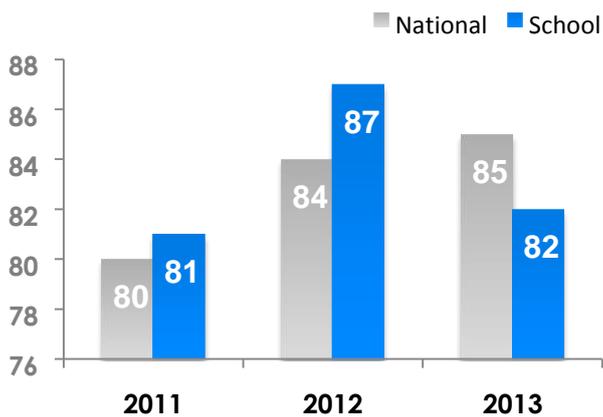
■ National ■ School



**Level 4 + Mathematics Attainment 2013: Mainstream taught Pupils:**

The proportion of learners achieving level 4 + in mathematics has been consistently good and, until the very low achieving cohort in 2013, had shown a consistent upward trend. This confirmed progress towards the 2010 Ofsted target.

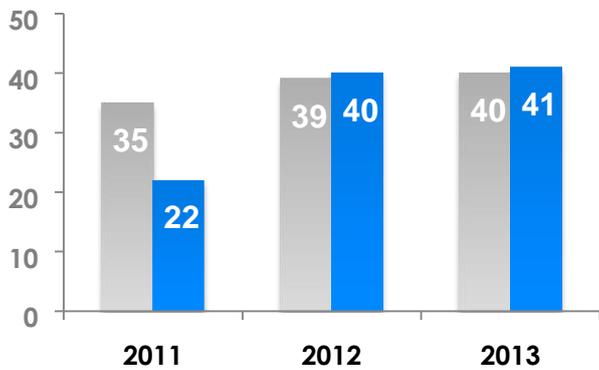
In 2009 15 (38%) of the cohort taught in mainstream classes achieved level 2c or below, in fact, 7 were level 1 or below and, as mentioned previously, this cohort were generously given grades at 2c. To achieve 82%, and be so close to national average, therefore **represents at least good progress.**



**Level 5 + Mathematics Attainment 2013: Mainstream taught Pupils:**

Attainment of the most able mainstream taught pupils in mathematics has been outstanding. We can provide evidence of this by looking at the prior starting points. In 2009, 5 pupils (13%) of the mainstream taught pupils, achieved level 3. In 2013, the same group of pupils achieved 41% at level 5 with 1 child achieving level 6. **This is certainly good and could represent outstanding progress.**

■ National ■ School



The proportion of pupils achieving the 'secondary ready' level 4b+ in maths and reading appear to be significantly below the national proportions based upon RAISEOnline. However, this whole cohort data includes all our specialised unit places. To give an accurate mainstream benchmark, as opposed to the Raise online cohort data, which is statistically skewed by the inclusion of specialist school places inherent within the academy's inclusive setting, 6 pupils need removing. Therefore the proportion of mainstream taught children achieving level 4b+ are much closer to the national averages: **69%** in mathematics and **64%** in reading. The Academy recognises that writing needs to be improved so it is a focus of their 2013-14 inset. This particular, boy heavy cohort, **still made good progress** from their starting points. All other areas achieved by this mainstream taught cohort are close to, or exceed, national average.

#### Levels of attainment at Key Stage 2 for groups of students

Pennyman recognises the significant issues related to a small (38.3%) but significantly low attaining cohort of girls in 2013. With the exception of gender, SEN and FSM, there are no large enough groups to be considered significant. In addition, the gender difference referred to is not normally as significant however, this was not the case in 2013. (Evidence available in academy)

The SEND situation is very significant at the highest level within the academy group, locally and nationally. The special provision unit is the only one of its type in Middlesbrough and we welcome the inclusivity of all pupils from the Tees Valley with open arms. In 2013 the unit held 8 Year 6 pupils (3 of whom were taught in mainstream classes for reading, 2 for mathematics and writing). Consequently, a separate SEF and RAISEOnline data analysis for this cohort has been written.

Further evidence also available in the academy.

#### Pupil Premium

74.5% of this mainstream taught cohort, with almost equivalent gender percentages, were in receipt of FSM. Even more relevant was the complex social issues that these children had as individuals and collectively. This is significantly higher than the national average.

(Evidence of this and the work undertaken is available in the academy)

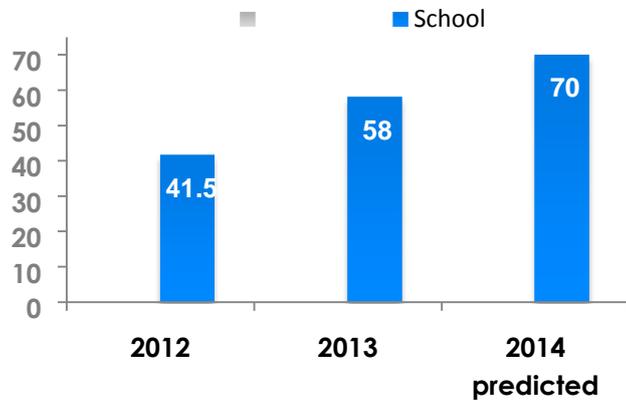
The Academy recognises that Pupil Premium budgets are integral to improving the outcomes of young people's lives and we are committed to supporting the development of the whole child. A comprehensive breakdown of pupil premium spending is available within the academy and generic costings are available on the academy website.

#### Pupils' overall attainment at Key Stage 1

#### Pupils' standards of reading by the age of six and on leaving school

The rapid progress explained below in EYFS, now continues through Year 1 as identified in the Y1 phonics screening check. Although still slightly below national average, 2013 phonics screening showed a 16% increase on the previous year for mainstream taught children. Few pupils achieve the very highest levels in the check and the academy is continually striving to drive up the proportions of higher attaining children. We are confident that 2014 phonics outcomes will be close to national average. This demonstrates a positive trend over 3 years and **good progress**.

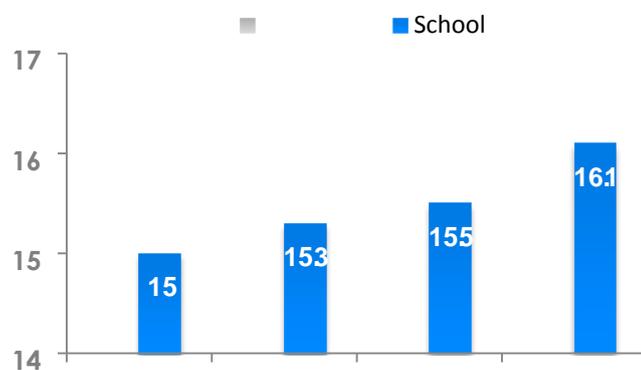
See table below.



**Level 2 + Reading Attainment 2013: Mainstream taught Pupils:**

By the end of KS1 mainstream taught pupils have progressed well in reading. The average points score in 2013, was 15.5 which was the result of a 3 year rising trend (of mainstream taught children) which is now much closer to the national average than it has ever been. We are confident that 2014 KS1 reading outcomes for these children will be even closer to national average at 16.1 APS. This would demonstrate a positive trend over 4 years and **good progress from starting points**.

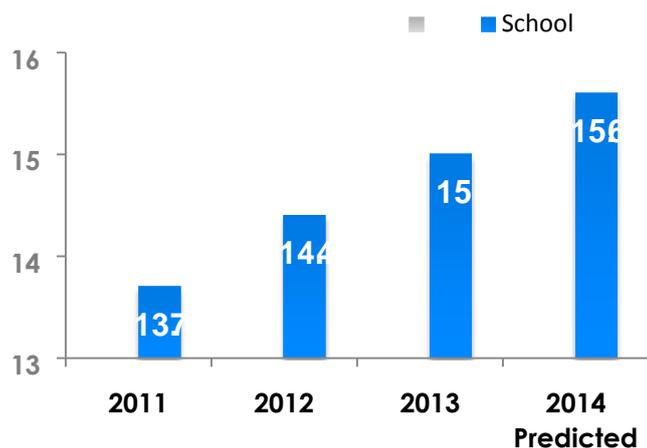
The school now pursues a rigorous phonics programme as pupils begin primary school and children read widely and often. As a result pupils generally make **good progress** in their reading. Where pupils and their families find it difficult to read at home the school has implemented additional programmes to supplement and support. Pupils who have not reached the appropriate age-related level receive additional support to ensure they can improve their decoding skills. This includes Read Write Inc, Reading Recovery, Lexia and 1:1 reading etc. Please see Reading table below:



2011      2012      2013      2014  
 predicted

**Level 2 + Writing Attainment 2013: Mainstream taught Pupils:**

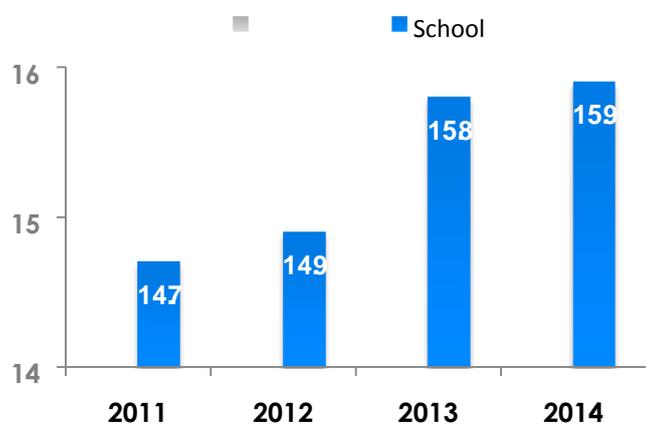
KS1 mainstream taught pupils have progressed well in writing. The average points score of our pupils in 2013, was 15.0 which again was the result of a 3 year rising trend (of mainstream taught children) and this year is slightly above the national average. Standards continue to rise. We are confident that 2014 will see us achieve an increased proportion of L3 writers and will once again see the highest scores ever achieved at this school. This demonstrates a positive trend over 3 years, and **good progress** based on their prior achievement. Evidence available in the academy of our success story. Please see writing table below:



**Level 2 + Mathematics Attainment 2013: Mainstream taught Pupils:**

In Mathematics, mainstream taught pupils progressed well in 2013 KS1 assessments. The average points score of these pupils was 15.8, which again was the result of a 3 year rising trend and is now much closer to the national average. Standards continue to rise. We are confident that 2014 will see us achieve an increased proportion of L3 mathematicians and will once again see the highest scores ever achieved at this school. This demonstrates a positive trend over 3 years, and **good progress** based on their prior achievement. Evidence available in the academy of our success story.

Please see Mathematics Table Below:



predicted

### Levels of attainment at Key Stage 1 for groups of students

The gap between mainstream taught FSM and non FSM is less than the national average in reading, writing and maths. The academy gap is 0.2, 0.1 and 0.2 respectively with FSM outperforming NFSM in writing for 2013.

The progress of our SEN groups demands extremely detailed explanation due to the complexities of their needs. Please see Discrete taught pupil SEF.

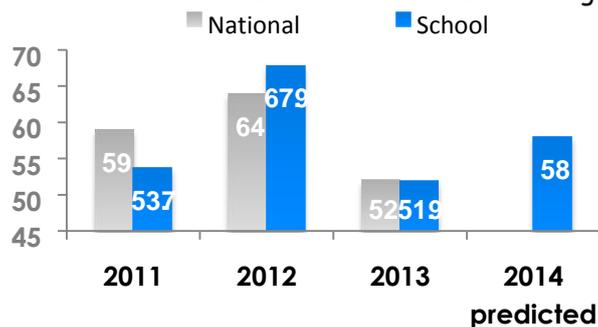
Other than gender, whose attainment is broadly in line, there are no other significant groups.

### Early Years Foundation Stage Profile Scores

The attainment on entry has remained the same for many years and is best described as well below the national expectation. As in most schools there is the full range of ability. However, on entry there are very few higher attaining pupils, a limited number at age related expectation with the majority entering nursery at least below the national average.

There is a rigorous and robust process of assessment and self evaluation (moderation and tracking) showing that children now leave EYFS at a level very close to the national average through an upward trend and high quality teaching and provision. Historically this would not have been the case.

We will show evidence that children are making at least **good progress**, but in some cases outstanding progress.



### Progress and Learning of Current Students

Combined attainment measures in Reception are currently on track to match those achieved last year.

Year One and Year Two show a rising percentage of children on track in reading, writing and mathematics, as also seen in the 2014 predictions.

Year Three demonstrates a higher percentage of pupils on track for combined measures than the previous year, which is also above the current 65% National Expectation.

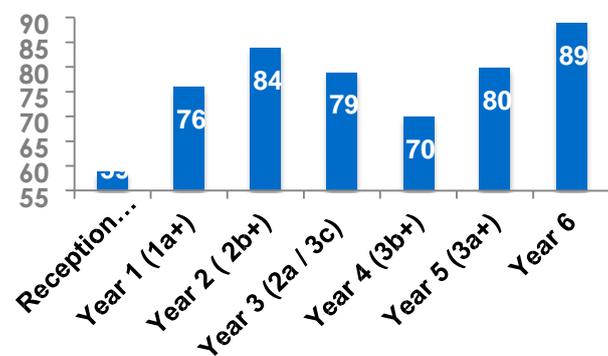
Year Four is clearly the poorest cohort but has added over 13% on to combined measures from July 2013. This is due to a third teacher for literacy and mathematics, PiXL interventions, Beanstalk reading and Lexia. This is predominantly funded by pupil premium as it has the highest percentage on FSM pupils in school, but is also a significantly boy heavy cohort. However, it is still above the national expectation currently in place.

Year Five is the highest combined percentage we have had, despite having an incredibly high number of low attainers taught in mainstream education. It is above the current national expectations, as well as the 2015

expectation of 70%. Three classes, for literacy and mathematics, have been funded throughout the year, with particular focus on improving rates progress, in-particular those higher attaining pupils.

89% of mainstream taught children are on track for combined measures in Year Six, through intensive PiXL interventions, Beanstalk Reading, Lexia and 1:1 Tuition.

Table shows % of mainstream taught pupils on target for combined measures: July 2014



Current progress and achievement rates of the mainstream taught cohorts and discretely taught cohorts are available within the academy.

## TEACHING

The quality of teaching of mainstream taught pupils is good.

However this has not always been the case. When the current Headteacher and deputy took their posts the quality of teaching, as seen in July 2012, was unacceptably variable which can be seen from the table below and from the fact that over 1000 days were lost due to staff 'illness'.

Pennyman leadership and management realise teaching is some way from being outstanding because:

- There is still a very small minority of teaching which requires improvement.
- There are not yet enough consistently outstanding teaching.

Throughout the course of the year we have looked to improve the quality of teaching by:

- Ensuring effective challenge for all pupils.

- Whole school writing inset.
- Marking policy and procedures.
- Dedicated assessment for learning time.
- Introducing talking partners to improve pupils learning behaviours.
- Support programmes in place to support identified teachers.

Quality of Teaching and Learning: Mainstream Taught Pupils	Historical Trend				Current	
	July 2012		July 2013		April 2014	
	No. Staff (18)	%	No. Staff (17)	%	No. Staff (18)	%
Outstanding	0	0%	1	0%	4	22%
Good / Outstanding	1	5.5%	2	12%	1	5.5%
Good	7	39%	7	41%	10	55.5%
Requires Improvement	8	44%	6	35%	3	17%
Inadequate	2	11%	1	6%	0	0%

Quality of Teaching and Learning: Discrete Taught Pupils	Historical Trend				Current	
	July 2012		July 2013		April 2014	
	No. Staff (4)	%	No. Staff (4)	%	No. Staff (5)	%
Outstanding			1	25%	1	20%
Good / Outstanding	2	50%	2	50%	2	40%
Good	1	25%	1	25%	2	40%
Requires Improvement	1	25%				
Inadequate						

The key factors of the good and outstanding lessons observed include:

- The use of their expertise and knowledge to ensure that the learning needs of all pupils are met.
- Activities are pitched at the correct level to challenge all pupils.
- Children with disabilities and those with special educational needs frequently make great strides in their learning.
- A significant factor is the level of involvement of teaching assistants. A recent restructure of learning support has identified the strengths and weaknesses of our team (more to be explained as redundancies have resulted). The best learning assistants are involved in lesson planning and work tirelessly to encourage pupils to become independent learners and work collaboratively with others. Would inspectors please note we have care assistants (role to be explained) and learning assistants to meet the needs of all pupils, even in mainstream provision.

Learning walks, lesson observations and drop ins by school leaders and external providers identify that qualities in a very large majority of lessons (83%) include pace, challenge, high expectations that stimulate, motivate and engage students. In a very small minority of lessons where this is not the case an individualised support programme is put into place.

A very large majority of our teachers successfully engage pupils in their learning. Pupils are encouraged to ask questions independently, apply their learning and make connections and most importantly reflect on their own learning. This is celebrated and known in school as being 'a good Pennyman learner'.

The school places significant emphasis on developing pupil's skills in reading, writing, communication and mathematics. There are effective whole school policies which ensure a high level of consistency which you will see throughout school, in all classrooms and in all year groups.

Teachers have high expectations of pupil achievement in these subject areas. They constantly remind pupils of important core skills and conventions, such as formal layout of letters and how to write persuasively. The importance of technical accuracy in written and spoken language is stressed. Pupils are given the opportunity to read for understanding (Ofsted target 2010) but are also encouraged to read widely for enjoyment, write imaginatively or to synthesise, analyse and evaluate issues and ideas.

Teachers embed literacy activities in topics, themes or subjects and carefully consider where pupils might apply their writing and comprehension skills across all areas of the curriculum. However, we recognise that our whole school marking policy needs further development so that assessment is more consistently applied and effective. This assessment information is needed to identify the literacy needs of individuals and groups of pupils; careful planning can then determine the most appropriate programmes of support.

The school is equally committed to promoting numeracy across the school with a focus on improving accuracy, interpretation and presentation through graphs, charts, diagrams as well as improving reasoning and problem solving. The Schofield and Simms maths programme, used across school engages pupils from 8.40 a.m. and the quality of learning is reflected in how many children voluntarily come in for this session.

Teaching in school is primarily about raising pupil's achievement, however, Pennyman recognises and actively promotes pupils' Spiritual, Moral, Social and Cultural (SMSC) experiences. The very inclusive, responsible and mature climate within our school is both the starting point and the bedrock of all provision. Being a good Pennyman learner, friend and citizen is an expectation within the academy. This is underpinned by successful whole school behavior systems, three acts of collective worship, which includes one celebration assembly a week, and through the curriculum. Staff show their commitment by providing or organising pre-school clubs, lunchtime sports provision, parent and child after school clubs and holiday provision. There are also two opportunities a year, for children from Y4-Y6 to attend residential as well as a host of different plays and performances throughout the school year for children from Reception to Y6. These have a direct and lasting impact on pupils and their families.

The vast majority of teacher's planning is thorough and effective and based on accurate assessments of pupil's learning. Where necessary, the quality of the teacher's planning effectively drives the interventions and extensions. A small minority of the teachers are not as successful with this and where that is the case support is actioned as part of their Performance Management. Further joint professional development is being planned for by releasing some of the teaching time of the outstanding staff for coaching and mentoring.

Lesson observations and scrutinies of pupil's work indicate that most work is marked regularly, is helpful and encourages our learners. At the beginning of the year Pennyman recognised that marking needs to give clearer guidance of what pupils must do to improve their work. We now believe that the quality of marking motivates and interests pupils as well as giving directed opportunities to reflect on, and improve their work.

The academy regularly sends reading books home. Other homework is sent with regards to core skills in the first instance and through topic extensions or projects further up the school. Please discuss with the academy with regards to inclusivity.

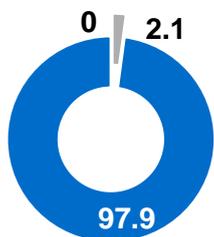
There are extremely detailed and through arrangements for tracking and monitoring pupil's progress. The academy will provide very full details and analysis to prove this. We will accept that the setting of targets and the systematic processes are inconsistent in a very small number of classes. In the vast majority of classes there is high quality work which identifies those at risk of underachieving and those 'high flyers' and provides well for them.

Pupils take pride in their work and there is now consistency in layout and presentation and there are high standards on display throughout the academy.

### **Parent Questionnaire Results: April 2014**

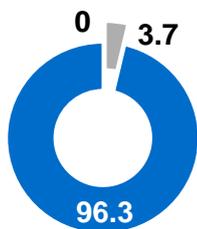
Data is analysed from the Termly Questionnaire, which was completed by 242 parents who attended the Spring Term Open Afternoon.

#### **My child is making good progress at this academy:**

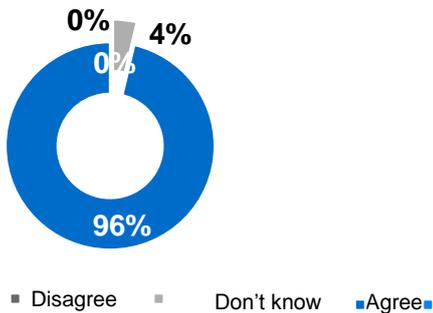


■ Disagree ■ Neither agree or disagree ■ Agree

#### **My child enjoys learning at this academy:**



I help my child with his / her reading at home:



BEHAVIOUR AND SAFETY

Behaviour and safety of pupils are **good** (though outstanding in most areas)

It is not yet outstanding because;

- In the very small minority of classes where teaching is not good or outstanding pupils, though interested and hard working, lack the 'passion and thirst' for knowledge displayed in other classes.

The academy sets the highest expectations for behaviour and conduct around school, as a consequence pupils behaviour is exemplary.

Pupils behavior towards, and respect for, other pupils and adults is in the main outstanding - it is only less so in those previously mentioned classes. Pupils are generally thoughtful, courteous and respectful. They support one another and are aware of each other's needs. This is apparent through the inclusivity.

The public and visitors frequently comment on the exceptional behaviour and attitudes of our pupils. The strong positive ethos of the school is such that pupils quickly become adept at managing their own behaviour. This is evident in almost all classrooms, in the dining room and also in the playground. Movement around school is calm, orderly and purposeful at all times.

Pupils show great respect for the school environment and facilities and acts of vandalism or graffiti are extremely rare. Corridors are well kept and the school environment is well cared for. Pupils demonstrate high levels of engagement, collaboration and cooperation and appreciate the efforts to maintain and improve the environment of the academy. (e.g. corridor displays, playground facilities and markings, garden areas and school library.)

Pupils conduct within lessons is **rarely less than good and commonly outstanding**; teaching and learning is unfettered by disruption. The strong family atmosphere and support young people show for each other helps to create a culture in which learning is seen to be important and achievement and success are celebrated. This has been proven through lesson observations (particularly over the past year.) Analysis from lesson observations shows there is a difference between the standards of behaviour in certain year groups where teaching quality is the issue.

In the very large majority of lessons teachers are highly skilled and use the school discipline system to very good effect; minor incidents of misbehavior are dealt with in an appropriate and effective way and the stimulating teaching promotes high standards of behaviour.

Targeted support strategies for identified pupils help to ensure that all pupils are engaged and that the learning of others is not disrupted.

The behaviour policy is very visible throughout the academy and has been effectively used over the past 18 months. This has helped to make the school a calm and secure environment for learning. Individual pupils respond very positively to the school strategies because the system has clear understood rules and a hierarchy of rewards and consequences. This reward system is highly effective in developing a strong sense of belonging and achievement and includes recognition in the form of penny points, star of the week, golden lunchtime and a variety of certificates etc.

Exclusion rates are very low. There have been no permanent or fixed term exclusions in this current year and very few fixed term exclusions which are used in the most exceptional of circumstances.

No pupils have been taken off role as a result of factors related to behaviour, safety or attendance.

Pupils are fully aware of anti-bullying rules and are aware that any form of bullying, including cyber bullying and prejudice-based bullying, is not tolerated. Pennyman has a robust system of responding to any aspects of bullying or intimidation.

Pennyman is a highly cohesive community with a strong sense of shared identity and belonging. Pupils attitudes to one another are usually exceptional in that they appreciate and value the diversity of the individual and as such embrace their differences. Pennyman pupils have a keen sense of right and wrong and overtly challenge inappropriate behaviours and as a consequence such incidents are extremely rare.

A log of racist incidents and behavioural incidents is robustly managed by the inclusion team.

The ethos of the academy and the effective behaviour policy ensures that pupils feel safe at all times. Through the curriculum and other strategies we ensure that all pupils learn how to be safe and stay safe.

Within the curriculum pupils are taught about risks and what constitutes unsafe situations. For example our curriculum teaches children about keeping safe at home and in the community. (e.g. Crucial Crew)

Outside visitors such as the fire service, police, street wardens, road safety etc contribute significantly to pupils personal development and learning experiences. Our pupils are also concerned with the wider issues of the world and support many charitable causes.

Furthermore our pupils are equipped with strategies to make friends and make positive choices for themselves. The mentoring system and overall development of the role of our upper KS2 pupils as buddies has had a positive impact on the behaviour and safe feeling of children in our school.

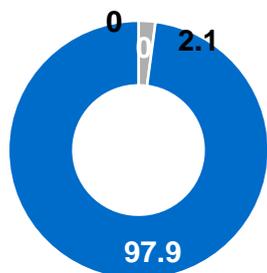
Pupils are made aware that they can approach any adult for support.

The internet safety policy is in place and is shared with pupils and parents. Clearly our robust monitoring of computer and screening of sites ensures pupils have no access to unsuitable material. Parental consent is required as matter of course before any photographic images are used.

SRE within school is focused on relationships and respecting the values and opinions of others.

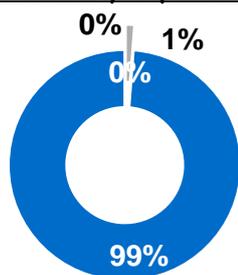
The school works tirelessly in an effort to raise attendance (Ofsted target 2010) and have been very successful in reducing the level of absenteeism. Attendance is currently in line with the national average.

**My child feels safe within the academy:**



■ Disagree ■      ■ Neither Agree or Disagree      ■ Agree

**The academy expects high standards of uniform, learning and behaviour:**



**LEADERSHIP AND MANAGEMENT**

The leadership in, and management of the academy are good overall.

It is not yet outstanding because;

- Achievement of all groups is not yet outstanding.
- All teaching is not yet good and outstanding.

Rigorous self-evaluation involving: senior leaders, an NLE and Ofsted inspector, FFT Lead and peer school to school support, termly feedback from parents, annual feedback from staff and pupils etc all support our judgements that leadership and management are good.

Particular strengths of the leadership and management of the school include:

- The sense of direction and clear moral purpose by the head and deputy.
- The growing development and efficiency of middle leaders.
- The pursuit of excellence and focus on high standards for quality and performance, aligned with a robust understanding of data.
- The quality of self-evaluation and the constant focus on improving teaching and learning through ongoing coaching and mentoring.
- The inclusivity and inclusion of all pupils.

Throughout the school there is a relentless and uncompromising pursuit of excellence. The leadership across the school provides a strong sense of direction and is focused clearly on the learning and achievement of all pupils. Pennyman sets high and ambitious standards for quality and performance. There is a clear moral purpose and a passionate, shared belief that the school can impact upon the lives and life chances of pupils and their families. Senior leaders lead teachers and lead on improvement. As a consequence the capacity for improvement is at least good.

Our mission statement is currently being reviewed since academisation. However, it will still be concerned with the dedication to ensuring the success of all our pupils.

The headteacher, governors and staff are rigorous and robust in ensuring that there is consistent application of policies and procedures. Leaders are highly ambitious for pupils and lead by example.

Since the last inspection report in 2010, standards have improved dramatically at EYFS, KS1 and KS2 mathematics and higher attainers, but the back log of underachievement is taking time to clear. Teaching is consistently better now than it has been for years (see lesson observation report.) Attendance has also dramatically improved since the last inspection.

As a result of these improvements morale is high in the knowledge that pupils at Pennyman are receiving the best we can offer.

The structured and rigorous monitoring and self-evaluation process (as seen through this report) leads to a deeper and more accurate understanding of the strengths of the academy and our priorities for development. This process, as you can see from both mainstream and discrete SEFs, is robust systematic and evidence led. Full account has been taken of the views of parents and pupils. Any aspects of school life where performance is less effective are addressed.

The school is a professional, learning organisation with a relentless focus on improving the quality of teaching and learning. As described above, there is a robust programme of school self-review. This has helped to promote and monitor the quality of teaching and, coupled with the scrutiny of pupils' work and discussions with students, ensures that all teachers and staff have a highly accurate picture of the priorities for improvement. An example of this, is dedicated Assessment for Learning time in order to meet the professional development needs of the staff and improve the outcomes for pupils.

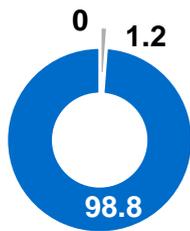
There are good whole school policies which ensure that pupils have improving levels of literacy.

Professional development is effective and is focused on high quality INSET and a programme of coaching and support. There are also effective processes within school for continuing professional development and a strong commitment to continually improving leadership capacity and potential. Leadership at all levels is encouraged and supported. The Senior Leadership Team is a highly effective team who provide excellent leadership and management of key areas of the school. The leadership and drive from middle leaders is currently good and being further developed by high quality coaching and mentoring. All substantive staff share the ambition to improve standards and develop leadership capacity.

Performance management within the school is rigorous and highly robust and is used to develop, support and challenge the professional practice of all staff. The findings of performance management help us to identify priorities and also the existence and then modelling of best practice. Although good and outstanding teaching exists throughout the school, there is a direct correlation between salary progression and teacher effectiveness.

There is a strong commitment to devolved leadership with all staff encouraged to help shape the vision and direction of the school. Staff views are sought through an annual survey.

**As a parent I am comfortable in approaching members of staff with questions / problems:**



**Equality of opportunity and the achievement of all pupils**

We are a highly inclusive school and seek to identify and support all of our mainstream taught pupils with special educational needs, those with disabilities, or pupils with other significant disadvantages so that they improve their progress.

The provision for the most vulnerable is a real strength of the school. The school promotes a strong culture of involvement and achievement of all. The curriculum is carefully tailored to meet the needs of all pupils, and a growing aspect is the provision for the most able. We work in partnership with others in order to pursue specialist interests and needs. As outlined in Achievement sections, differences in the outcomes for groups of pupils is largely dependent on cohort variations. Monitoring and evaluation is effective at helping to reduce differences in outcomes and close gaps as well as ensuring equality of opportunity for all students.

We place a great deal of emphasis on promoting equality and eliminating discrimination. There are clear policies and procedures in dealing with bullying, racism and other oppressive behaviour. As a consequence such instances are rare (see Behaviour Section).

Most notable is the extent to which we aim to recognise, promote and celebrate the differing skills and talents of all pupils. This is at the very heart of our school, is embodied our culture and ethos, and is evident in pupils' sense of belonging and commitment to their school.

We ensure that every reasonable adjustment is made to enable all pupils, taught in mainstream education, including those with special educational needs and/or disabilities to take a full and active part in all aspects of school life. The learning support and care we offer is very well led and the support and intervention for pupils is extremely carefully planned, monitored and evaluated. We regularly seek the views of pupils with special educational needs and/or disabilities taught in our mainstream and an annual parents' questionnaire helps to gauge our effectiveness.

The school's arrangements for safeguarding of pupils fully meets statutory requirements: governors are rigorous in ensuring effective policies are in place to ensure the safety and well-being of pupils.

Governors of the school are skilled, highly committed and give of their time generously. While supporting the school fully, the governors are an important part of the evaluation process and are good at asking the difficult questions that hold senior leaders to account for all aspects of the school's performance. Governors ensure financial stability through rigorous planning and controls. Pupil premium funding is spent wisely and impacts upon the attainment and personal development of students.

Pennyman offers a broad, balanced and, in many respects, innovative **curriculum**, which meets both national requirements and the differing needs of individual pupils. Recent developments help to ensure that the curriculum provides our pupils with well organised, imaginative and effective opportunities for learning.

The vast majority of learners enjoy their education and achieve because they are all well served by the curriculum, as evidenced by high levels of attendance and the outstanding levels of achievement and other outcomes.

**The curriculum at EYFS, KS1 and KS2 includes:**

- Whole school approaches to literacy, numeracy and other key skills
- EYFS curriculum
- Strategies for closing the gap / personalising learning.
- Support for identified students / groups of students
- Preparation for secondary school
- Developing strategies to support and challenge the most able
- Partnership work

The school is committed to promoting pupils' spiritual, moral, social and cultural development in preparation for life in modern Britain and a global society. First and foremost, the whole culture and ethos of the school serves to promote SMSC development of all pupils. In addition, there are a large number of links and visits that help to promote an understanding of our global society.

The curriculum provision is greatly enhanced by the large number of memorable experiences, events, activities and clubs, which help pupils to achieve and greatly enhance their self-esteem and sense of belonging.

The school has engaged in effective work to forge links with the community and develop an understanding of different cultures. There has also been a significant development in the exciting and engaging provision outside of school. This involves a range of pre and after school clubs which are aimed at fostering the interest and talents of a wide group of pupils and their families. Our grounds provide a high quality outdoor learning environment in EYFS and across the Key Stages.

The school does much to promote the confidence of families and the parents, carers as well as the community including local businesses. We believe that such strong relationships and partnerships contribute significantly to the well-being and progress of pupils.