

Self Evaluation Form (SEF) SUMMARY

This document represents a comprehensive picture of our particular strengths and successes and those areas identified as needing to improve. Led by the Head Teacher, Governing Body and Leadership Team the whole school community plays a part in the systematic review of outcomes for pupils and the quality of the provision provided. Review processes include the rigorous analysis of pupil progress and attainment throughout the year, the regular observation of learning and teaching in classrooms, the scrutiny of pupils' work and discussions with them about their individual targets for improvement, the scrutiny of teachers' plans, feedback from parents and our performance management systems for all staff. Leaders and managers across the school are responsible for maintaining the comprehensive range of monitoring data that has been used to support judgements, identify strengths and areas for development that are reflected in this summary document. In order to make our judgements, we use a range of materials, including current Ofsted inspection criteria and other DfE guidance documentation. As these descriptors change over time, so our self-review procedures and overall expectations are modified to ensure that they accurately reflect the very highest expectations. The outcomes of school self-review feed directly into our strategic plans for school improvement. The Governing Body maintains an oversight of all plans for improvement and holds the Leadership team to account for the impact of these plans on provision and pupil attainment. Self-review and reflection continue to be an integral part of the way we operate as a school, as a group of professionals who have the highest expectations of our pupils and continue to strive to achieve the very best for all within our school community.

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THE CONTEXT OF OUR SCHOOL

Kew Riverside Primary School is a one-form entry school which forms part of the London Borough of Richmond's Private Finance Initiative project in partnership with Semperian PLC. The school opened in September 2003. The pupil role is currently 196 (Census Aut1 2016) with a capacity for 210. Our vision is to help our children become emotionally intelligent and socially responsible individuals who set and achieve the highest standards for themselves. We provide a dynamic creative curriculum that encourages the voice, engagement and independence of every child. We work closely with parents and the whole community to create learning opportunities to develop the whole child. Kew Riverside Primary School has a richly diverse community with 47% of children having English as an additional language and there are currently 33 different languages spoken as well as English. We strongly believe in inclusive education and celebrate all children's progress and achievements equally. Our pupils enjoy an extended and enriched curriculum which includes Foreign Language teaching from Y1, P.E. delivered by a specialist practitioner and a range of before/after school clubs. The learning environment and resources are of a very high quality. The local catchment area comprises a mix of private housing and local authority housing. We are very aware that opportunities at Kew Riverside Primary School must extend to our whole community whatever the economic background. Our major challenge is to ensure continuing academic excellence and progress (RoL Progress measures 101.6 2014-15) whilst providing an enriched/extended curriculum and wider opportunities for all. We strive to instill the values of rights being balanced with responsibilities. Pupil stability is 80%, lower than nationally. This is mainly due to many families who are on work placements in England returning or planning to return to their home country at the end of this placement, usually 2-3 years. This particularly affects KS2 classes. Children's attainment on entry is in line with local averages and slightly above national averages. This does not include many of our children who enter as EAL beginner learners (currently 18 children with EAL in Reception 2016-17, 19 in Year 1). At present, on the SEND register, we have 14 children (7%), with 3 children (1.5%) having statements that have not yet been converted to EHC Plans. An external private company provides pre- and after-school care and KS1/2 holiday care within the school building. A private nursery provides care for children from 6 weeks to pre-school age in adjacent premises. All provision is within the school grounds and therefore there is on-site care and education from six weeks to eleven years. The school site is open for children from 7.30am to 6.15pm. The school has achieved a Healthy Schools Bronze award in recognition of our healthy lifestyle, food choices and activities as well as the Silver Sports Mark (Aut 2016).

Darren Norman
Headteacher
Kew Riverside Primary School
September 29th 2016

The effectiveness of leadership and management is judged to be GOOD

- Kew Riverside has a culture of high expectation which has enabled pupils at the school to excel.
- The school has achieved Silver Sports Mark and Bronze Healthy Schools Status. This reflects the school's ambition to ensure a rich and balanced curriculum and sustain best practice in every aspect of its provision.
- Rigorous self-evaluation and performance management at all levels ensures that any weaknesses are rapidly identified and systems and procedures to ensure good outcomes for pupils including SEND and disadvantaged pupils are effective. Leadership monitor planning/assessment every fortnight and summative judgements on attainment and progress are made half termly and reported to parents.
- Subject & key stage leaders are knowledgeable of school standards and areas for development. They produce informed action plans for their subjects that link with whole school aims and ensure that a high quality of teaching across the curriculum is sustained. Maths, English and Sc leads have all been involved in LA projects or Best Practice Networks. EYFS lead to be assessed at Lead Foundation Stage Teacher Aut 2 2016.
- Kew Riverside supports the Schools Direct initiative as a partner with over 20 other Richmond and Kingston schools. The school leadership team are actively involved in supporting other schools and sharing expertise and has a strong track record in improving outcomes for children in different settings.
- Comprehensive action planning ensures well informed strategies are put in place to sustain and develop provision. A thorough timetable for professional development is implemented for both Class Teachers and Teaching assistants which addresses common areas of development and reflecting a focus on effective teaching and learning.
- Staff opinions are sought and used to inform and develop provision. Best practice is modelled and shared resulting in typically excellent opportunities for pupils to learn. 84% of staff agree or strongly agree that 'the school is well lead' and 100% of the staff feel they 'know what we are trying to achieve at the school' and 100% 'feel involved' (Aut 2016 staff questionnaire).
- There is a highly constructive and ambitious dialogue between the school leadership and the governing body. Governors are well informed of the current school context and challenge robustly when needed. They are proactive in arranging visits to the school. They have high expectations for outcomes and provision for pupils. 100 of staff feel that 'Governors do an effective job in the school' (Aut 1 2016 staff questionnaire).
- Kew Riverside actively seeks to promote inclusion and diversity. Prejudice is not tolerated. A range of opportunities for pupils to share opinion and have an active voice in the school have been established resulting in excellent relationships between staff, pupils and parents and a highly positive school culture being developed. 92% of staff feel that 'unacceptable behaviour is consistently well-managed' (Aut 1 2016 staff questionnaire).
- As a result of regular and visible celebrations of the diversity of the school community alongside a robustly implemented PSE curriculum and high profile school council, pupils are well prepared for life in modern Britain. PSHCE lead is trainer 'Jenny Mosely' trainer. Diversity is celebrated within the school roll with over 34 languages spoken and 47% of children with EAL.
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. Audit carried out Jan 2016. External consultant visit March 2016. LA advisor visit October 2016. No concerns reported.

To improve further the following issues need to be addressed:

Continued support for new Head Teacher in the absence of DHT and two ASHTs for Aut 2 2016

A distributed leadership approach is taken to understanding data.

Leadership work to ensure an informed approach is understood at Governance level.

Decisions of recruitment are made with careful assessment of the needs of children / school ethos and values and the best use of those adults with the greatest impact possible.

Attracting and retaining governors with key skills and expertise

Identifying and encouraging CPD (AfC courses)

Regular monitoring reports to governors

To ensure a motivated, respected and effective teaching staff

To ensure High quality CPD

To develop Leadership Capacity still further in middle leadership

To develop a culture of high expectations, aspirations and scholastic excellence

To promoting all forms of equality

To monitoring groups to ensure none fall behind and underachieve

The quality of teaching, learning & assessment is judged to be GOOD

- Teachers have high expectations for pupil outcomes and insist on well-presented work which demonstrates an ethos of pride and engagement in learning.
- Teacher planning demonstrates good subject knowledge and is highly effective in ensuring that all groups of pupils are sufficiently challenged. The rigorous monitoring systems and procedures inform quality ongoing CPD which in turn is systematically evaluated for impact. As a result pupil outcomes are GOOD.
- Teachers give feedback using incisive questioning and high quality marking to provide good opportunities for pupils to make next step improvement. Pupils show an enthusiasm for learning as a result and are able to articulate how teachers help them to improve.
- Teaching assistants attend regular CPD. They are able to provide high quality specialised support for children both in the classroom and in target groups.

- Pupils are resilient and take ownership of their learning. Engagement in the many extra-curricular activities is high and reflective of the diversity in the school. Additional provision activities include trips to the magistrate’s court, musical instrument tuition and participation in other cluster projects. This has resulted in children who are keen to learn and to improve their skills.
- Formative assessments in Reading, Writing and Mathematics are used very effectively to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers demonstrate a high level of ambition for their pupils. LA moderation is encouraged and Quindrat collaboration works effectively.
- Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils’ needs are quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils. A thorough provision map is regularly reviewed and adjusted according to need.
- Expectations for home learning are set out in all year groups which is differentiated and focuses on key skills. A variety of activities are utilised including subscriptions to online learning, games and creative research based holiday tasks intended to minimise learning loss and build effective links between home and school.
- Half-Termly pupil reports and year group curriculum leaflets, workshops and reading sessions as well as termly meetings ensure that parents are well informed in how well their children are progressing and what their child needs to do to improve.
- The use of derogatory language is rare and quickly challenged. Pupils demonstrate a confidence in learning as a result of high quality pastoral care and a sense of ownership and belonging in the school.

<p>To improve further the following issues need to be addressed:</p> <p>Ensure that all teaching is meeting or exceeding standards</p> <p>Improve the quality of marking</p> <p>Ensure that all teachers teach for depth of learning and understanding</p> <p>Further embed new school systems of assessment and tracking.</p> <p>Ensure that planning for vulnerable groups of children (SEND, PPG) has significant impact on learning</p> <p>A greater consistency in planning formats is needed.</p> <p>A more effective KS1 Science Scheme of work is needed. Science – Assessment system to be reviewed and carried over into Autumn 2016 to use Pupil Asset</p> <p>The ongoing review of the following policies is needed in light of assessment changes:</p> <ul style="list-style-type: none"> • Assessment policy • Marking, Feedback and Presentation • Subject Policies <p>Actions from SDP Review</p> <p>Review Website – specifically curriculum maps for Science</p> <p>Review assessment materials for Science – incl unit tests</p> <p>Art Books need further monitoring</p>
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Arts Mark not applied for but using criteria to improve T & L in school

English to review Spoken Language data

ENG & MATHS policies reviewed

Parent Workshops and Help videos

Volunteers for Library

Review LTP in light of using Pupil Asset to plan for the gaps the children have

Further work needed on entrance/exit data with intervention groups and SMART targets for SEND. Also how we calculate progress for SEND children

Maths fortnightly problem solving needs to be monitored

Personal development, behaviour & welfare of pupils is judged to be GOOD

- Pupils' behaviour and the extent to which pupils feel safe at Kew Riverside is GOOD. They demonstrate thoughtful behaviour which creates a positive school ethos as well as being a significant factor in their successful learning. Pupils are supportive of each other in lessons and the behaviour of all groups around the school is GOOD. Pupils at Kew Riverside encourage others to conduct themselves well and there are many well embedded role models such as lunchtime helpers and buddy readers.
- The school works very effectively with outside agencies which offer additional support for the high number of pupils with need, and this, alongside the dedicated school staff, ensure a high quality of pastoral care.
- The school has used effective systems for integrating pupils at risk of exclusion.
- The school has a robust anti bullying and behaviour policy and children have a good understanding of what bullying is and how to deal with it as a result of high profile anti bullying strategies including anti bullying week and SEAL. The teaching of the risks of cyber bullying and safety is also high profile.
- Parents are very supportive of the school. In the last two annual questionnaires **96% agreed** with the statement ' my child enjoys being at school most days'. Over 90% agreed with the statements 'pupils at the school behave well', 'my child is not bullied or harassed at school' and 'the school keeps my child safe'.
- As well as regular circle time sessions, pupils have a voice through the school council / Junior Leadership Team. Pupils feel they have input into School Council discussions. They have recorded a number of successful actions including a very successful campaign directed at the local council to improve the safety of the road crossing outside the school, writing a 'keeping safe' leaflet and introducing a pupil led presentation policy.
- A number of healthy living and growing projects including a gold award winning flower and vegetable garden ensure pupils understand how to stay healthy.
- As a result of a robust and comprehensive set of actions pupil attendance has been sustained at national averages for the last three academic years.

To improve further the following issue need to be addressed:

Further develop pupil voice and engagement in aspects of behaviour and safety
 Further develop the school council / JLT so that it takes an active role in raising the profile of the school
 To further develop high pupil aspirations, ownership of learning and success.
 Raise the profile of global citizenship through development of links with schools abroad and nationally
 Manage playground behaviour through de-escalation strategies / De-escalation through positive handling techniques
 Internet and general safety training for parents and children ongoing
 Analysis of PASS and other questionnaires analysed, shared and auctioned where necessary.

Outcomes for pupils are judged to be GOOD

Standards	Attainment		
	2013-14	2014-15	2015-16
EYFS: GLD National=61%			77
KS1 EXPECTED STANDARD (EXS) National: R=82 W=72 M=82	90 – 80 - 90	82 – 79 - 96	76 – 52 - 72
KS1 Greater Depth Standard (GDS) National: R=32 W=18 M=26	37 – 23 - 37	43 – 29 - 50	31 – 10 - 31
KS1 EXPECTED STANDARD IN SCIENCE	97	89	76
KS2 EXPECTED STANDARD (EXS) National: R=66 W=74 M=70 GSP=72			73 – 76 – 81 - 92
KS2 Greater Depth Standard (GDS) National: R=19 W=15 M=17 GSP=22			54 – 24 - 35 - 50
KS2 RWM EXPECTED STANDARD NAT: EXS = 53	92	77	56
KS2 RWM HIGHER STANDARD GDS=5			20
KS2 EXPECTED STANDARD in SCIENCE NAT: 81	100	97	84

KS2 READING - PROGRESS

	Progress		Average Score	
			KRPS	NATIONAL
ALL	6.38		108.4	102.6
MALE	4.67	Top 10%	106.8	101.8
FEMALE	7.30	Top 10%	109.5	103.4
PPG	13.24	Top 10%/sig +	106.5	103.8
EAL	3.93	Top 10%	104	102.6
SEND	13.24	Top 10%	106.5	102.6
White British	8.69		110.8	102.6

KS2 WRITING - PROGRESS

		Writing Attainment			
	Progress	School EXS	Natl EXS	School GDS	Natl GDS
ALL	-0.21	76	74	24	15
MALE	0.21	70	68	20	11
FEMALE	0.21	80	81	27	19
PPG	-6.68 Not sig	0	79	0	18
EAL	2.24	86	74	29	15
SEND	-6.68	67	74	0	15
White British	0.36	67	74	33	15
Black/Black British	-21.75	33	74	0	15

KS2 MATHS - PROGRESS

	Progress	Average Score	
		KRPS	NATIONAL
ALL	1.57	106.6	103
MALE	2.98	107	103.3
FEMALE	0.81	106.3	102.8
PPG	-5.4 Not sig	100	104.1
EAL	1.28	105.9	103
SEND	-5.4	100	103
White British	0.88	106.4	103

KS2 ATTAINMENT – ALL and PPG vs National

		EXPECTED (EXS)		GREATER DEPTH (GDS)	
		ALL	PPG	ALL	PPG
READING	School	73%	100%	54%	50%
	NATIONAL	66%	71%	19%	23%
WRITING	School	76%	0	24%	0

	NATIONAL	74%	79%	15%	18%
MATHS	School	81%	50%	35%	0
	NATIONAL	70%	75%	17%	20%
RWM	School	56%	0	20%	0
	NATIONAL	53%	60%	5%	7%
GPS	School	92%	50%	50%	0
	NATIONAL	72%	78%	22%	27%
SCIENCE	School	84%	0		
	NATIONAL	81%	86%		

KS2 reading, writing and maths – School vs National

GROUP	EXPECTED (EXS)		GREATER DEPTH (GDS)	
	SCH	NATL.	SCH	NATL.
ALL				
MALE	56%	53%	20%	5%
FEMALE	50%	49%	20%	5%
PPG	60%	57%	20%	6%
SEND	0	60%	0	7%
EAL	0	53%	0	5%

ALL	43%	53%	14%	5%
White British	56%	53%	33%	5%

KS2 Grammar, Punctuation and Spelling (GPS) – School vs National

GROUP	EXPECTED (EXS)		GREATER DEPTH (GDS)		Average Score	
	SCH	NATL.	SCH	NATL.	SCH	NATL.
ALL	92%	72%	50%	22%	109	104
MALE	100%	67%	45%	18%	108.9	103
FEMAL E	87%	78%	53%	27%	109.1	105
PPG	50%	78%	0	27%	97.5	105
SEND	50%	72%	0	22%	97.5	104
EAL	100%	72%	43%	22%	108	104

KS2 Science – School vs National

GROUP	EXPECTED (EXS)	
	SCH	NATL.
ALL	84%	81%

MALE	90%	79%
FEMAL E	80%	73%
PPG	0	86%
SEND	0	81%
EAL	86%	81%

EYFSP – School vs National

		EXPECTED & ABOVE		ABOVE	
		ALL	PPG	ALL	PPG
READING	School	76%	71%	31%	14%
	NATIONAL	74%	78%	24%	27%
WRITING	School	52%	57%0	10%	0
	NATIONAL	65%	70%	13%	16%
MATHS	School	72%	57%	31%	0
	NATIONAL	73%	77%	18%	20%
SCIENCE	School	76%	71%		
	NATIONAL	82%	85%		

KS1 READING – School vs National

GROUP	EXPECTED (EXS)		GREATER DEPTH (GDS)	
	SCH	NATL.	SCH	NATL.
ALL	76%	74%	31%	24%
PPG	71%	78%	14%	27%
SEND (all)	0	74%	0	24%
EAL	79%	74%	29%	24%

KS1 WRITING – School vs National

GROUP	EXPECTED (EXS)		GREATER DEPTH (GDS)	
	SCH	NATL.	SCH	NATL.
ALL	52%	65%	10%	13%
MALE	41%	59%	6%	10%
FEMALE	67%	73%	17%	17%
PPG	57%	70%	0	16%
SEND (all)	0	65%	0	13%
EAL	57%	65%	7%	13%

White British	54%	65%	15%	13%
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KS1 MATHS – School vs National

GROUP	EXPECTED (EXS)		GREATER DEPTH (GDS)	
	SCH	NATL.	SCH	NATL.
ALL	72%	73%	31%	18%
MALE	71%	72%	29%	19%
FEMALE	75%	74%	33%	16%
PPG	57%	77%	0	20%
SEND (all)	0	73%	0	18%
EAL	64%	73%	36%	18%
White British	92%	73%	31%	18%

KS1 SCIENCE – School vs National

GROUP	EXPECTED (EXS)	
	SCH	NATL.
ALL	76%	82%
MALE	76%	79%
FEMALE	75%	84%
PPG	71%	85%
SEND (all)	0	82%
EAL	71%	82%
White British	92%	82%

READING - EYFS to KS1

ALL	School	National
Emerging to EXS	44%	36%
Expected to EXS	93%	85%
Exceeding to EXS	100%	99%

Expected to GDS	43%	20%
Exceeding to GDS	75%	65%
PPG		
Expected to EXS	100%	87%
Exceeding to EXS	100%	99%

WRITING - EYFS to KS1

ALL	School	National
Emerging to EXS	9%	30%
Expected to EXS	81%	82%
Exceeding to EXS	0%	98%
Emerging to GDS	0%	1%
Expected to GDS	19%	13%
Exceeding to GDS	0%	52%
PPG		

Emerging to EXS	0	33%
Expected to EXS	100%	83%
Exceeding to EXS	0	99%
Emerging to GDS	0%	1%
Expected to GDS	0%	14%
Exceeding to GDS	0%	53%

MATHS - EYFS to KS1

ALL	School	National
Emerging to EXS	29%	36%
Expected to EXS	88%	86%
Exceeding to EXS	100%	99%
Emerging to GDS	0%	2%
Expected to GDS	38%	18%
Exceeding to GDS	75%	59%

PPG		
Emerging to EXS	0	40%
Expected to EXS	80%	87%
Exceeding to EXS	0	99%
Emerging to GDS	0%	2%
Expected to GDS	0%	20%
Exceeding to GDS	0%	61%

PHONICS – YEAR 1

ALL	2013/14	2014/15	2015/16
School	62%	90%	87%
National	74%	77%	81%

To improve further the following issues need to be addressed:
Raise the number of pupils meeting expected in reading, writing and maths at the end of KS1
Raise the number of pupils meeting higher standard in RWM at KS1
Raise overall achievement of Ever6, lower attainers, females
SEND attainment in Phonics Testing in Year 1
Science results/engagement/parent participation in KS1

Raise standards in writing at the end of KS2, esp lower attainers and boys
Improve progress of SEN pupils in maths
Writing across the school, especially spelling
Continuous investment in CPD through time allocation – HT and ASHT to cover
Wider consultation for community issues.
Evaluate and develop website content – Help for Home Learning / Site should be informative and a hub for learning
Continue to close the gap between PPG and non-PPG
Continue to close the gap between PPG and non-PPG outside of KRPS
Fine tune the new Assessment model in order for it to track with greater accuracy, the progress and attainment of all children. Track children's attainment and progress using Pupil Asset.

KS2

Writing - Raise attainment to be in-line with local. Raise attainment for expected standard to be higher than local.
Maths - Raise attainment to be higher than local.
RWM - Raise attainment to be in-line with local. Raise attainment to be in-line with national.
Science - Raise attainment to be in-line with local.

Progress

Writing Raise progress to be higher (+) than other pupils nationally with similar prior attainment

The effectiveness of the Early Years provision: The quality & standards is judged to be GOOD

- Despite entering the school well below expected starting points, the majority of pupils leave Reception class with attainment above national expectations
- The percentage of pupils attaining or exceeding a Good Level of Development have been in line or above the national percentages for the last 2 years with pupils making excellent progress from low baselines. Pupils currently at the school continue to make good or better progress.

- The quality of teaching from teachers and support staff is consistently good with much outstanding practice and as a result all groups of children make rapid progress
- The curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning this is supported by a well-resourced and highly stimulating environment.
- Accurate assessment informs both group and individual need. Moderation is robust and results in a high level of consistency of judgments.
- The leadership of Foundation Stage is effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers.
- Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance embedded in daily practice.
- Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well attended visits, activities and workshops as well as written termly reports & meetings.
- Safeguarding is robust.

To improve further the following issues need to be addressed:

To ensure consistent high expectations are regularly maintained in the quality of provision across the Foundation Stage
 Raise the number of pupils exceeding GLD at the end of Reception
 Raise % on track in writing for new cohort
 Review use of Tapestry and Early Excellence models of Assessment.
 Improve PPG children working at typical levels in Maths and Literacy
 Improve boys working below and well below typical levels in English and Maths (esp. Boys Writing Attainment)
 Improve engagement with parents and carers regarding children’s achievement and progress inside and outside of school

Overall effectiveness is judged to be GOOD

In Autumn 2016 monitoring, 80% of teaching meets or exceeds standards.

EYFS – GOOD – rising trend last three years.
 Y1 Phonics – GOOD – rising trend last 3 years
 Progress in Reading from KS1 to KS2, highest in LA

In the 2016 Parent Questionnaire, 94% of parents believe their children feel safe at KRPS and 93% believe they are happy.

Pupils enjoy a rich and varied curriculum including weekly French & Music lessons, themed enrichment weeks, gardening, chess, spelling events, and use of new technologies including ipads to enhance learning. Instrumental tuition is keenly taken up by pupils

A wide range of clubs are oversubscribed both in the school day and after school. These have included: Gymnastics, Art, Cosplay, cooking, gardening, Karate, Athletics, dance, home learning and football.

Provision for SMSC is GOOD with pupils demonstrating a willingness to explore new ideas and experiences including the use of philosophy in classrooms.

Innovative curriculum design that allows for pupils to constantly share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a variety of ongoing activities including JLT and a comprehensive PSHCE curriculum. High profile school council elections, links with local councillors and enterprise activities and fairs including 'work week' and 'enterprise week' ensure that children are fully involved and engaged in the values of the school and wider British society.

To improve further the following issues need to be addressed:
Develop new leaders into roles to ensure consistency in robust accountability at all levels
Further develop school outreach through embedding school training offer, school visits and research opportunities

Last updated November 2016