



**Leamington
Values**



Friendship



Respect



Honesty



Determination



Courage

Together we make a Difference

Leamington Community Primary School

Together we make a difference

Self-Evaluation (June 2022)

Chair of Governors: Mr. Patrick Monaghan

Head Teacher: Mr. Paul Vine

Deputy Head Teacher: Mrs. Rachel Mellor

www.leamingtonprimary.com

We believe that Leamington Community Primary School is a good school

Progress in meeting the previous Ofsted inspection Key Issues (July 2017)

- **Strategies quickly put into place to further develop outcomes for the most able pupils in the early years and in KS1 had the desired impact over time and continue to be closely monitored.**
- **Staff in the early years enhance the learning for the most able children by more skilfully questioning them when children are exploring independent activities.**
- **The skills of middle leaders are further developed to enable them to better support staff in addressing key priorities for improvement, such as handwriting and challenging the most able in the early years and in KS1.**

Quality of Education (Good)

- All staff have high expectations of what pupils can and should achieve and pupils are supported if they are at risk of falling behind. Curriculum plans are well structured and set out in a way that builds on prior learning, ensures high expectations and supports teacher workload. As a result, pupils achieve well. The school has well considered plans for how subjects are taught and pupils build on what they already know and can do.
- All teaching from Nursery to Y6 is evaluated as good or better. If any teacher is seen to deliver a lesson less than good the school's support and coaching mechanism kick in instantly.
- The school has developed an immersive curriculum with stories and drama at its heart. Teachers from Years 1 to Year 6 have worked with Lead Practitioners to create an inspiring, thematic scheme of work around rich-themed texts for each half term. The schemes are rich in oracy, key skills and real-life experience to support all pupils including the high percentages with special needs and those who are disadvantaged. The rigorous monitoring systems and procedures inform high quality professional development which in turn is systematically evaluated for impact. As a result, pupil outcomes evidence a growing depth of knowledge and understanding being applied in all subjects over time.
- One of the strongest features of our provision is the **Narrative Immersion (see appendix 1)**, used by the teachers to emotionally engage all pupils. It is enjoyed by pupils who are highly motivated by it and taken forward by the pupils.
- We maintain the approach of quality first teaching through a focus on modelling, questioning, assessment, marking and feedback to ensure that it maximises direct impact upon 'recovery' outcomes for children.
- Pupils make strong progress in reading, writing and maths and an above expected proportion are working at age appropriate standards or better by the end of KS2. This is the result of good or better provision, including teaching, across the whole school from Early Years onwards.
- Read Write Inc is our selected synthetic phonics scheme and is used very effectively by staff from Nursery to the end of KS1 or until children can read. This year we have joined the Liverpool Reading Project which is a whole

school approach to learning which has improved our KS1 reading data, and further supports pupils' rapid progress in reading. Currently 72% of pupils are on track to pass the Year 1 Phonics Screening test and 75% in Year 2. The lowest 20% of readers receive additional support including precision teaching and daily 1:1 reading.

- Reading is our highest profile and books are celebrated through home reading, reading for pleasure and diverse text exposure. Tracking systems ensure that children read regularly both at school and at home and pupils who are falling behind catch up quickly. July 2021 in-house data shows 85% of children in KS2 achieved expected standard in Reading with 37% at Greater Depth standard (+2.7 progress). To ensure we have a cohesive approach to learning, this year we have invested heavily in our reading scheme to make certain that children have exposure to decodable book bag books which match the sounds they are learning in school.
- 2022 Reading data for KS1 shows 55% of the pupils reading with fluency and understanding. While this is lower than we would wish and lower than in the past, we regard it as a good outcome given the impact of the pandemic. The quality of our reading provision is such that we anticipate this proportion will rise significantly in the next two years.
- When children are ready, they move on to the Read Write Inc. spelling scheme which has had a significant impact on spelling, vocabulary and writing. In July 21, 82% of pupils achieved expected standard in Grammar, Punctuation and Spelling with 38% working at greater Depth standard.
- Pupils are becoming skilled at articulating good comprehension of texts. From Reception, pupils have been focusing on developing comprehension skills through regular whole class shared reading lessons. Teachers have received quality CPD in the teaching of reading and school has invested in quality 'Steps to Read' resources to improve the quality of reading provision across the school.
- Each half term, the children build up to at least 2 pieces of extended independent writing. This comes at the end of each unit of work based around a genre of text. The work is a culmination of all the learning that has taken place across the unit. The school is one of eight Primary Schools in Liverpool working with writing specialists and cultural partners. 'Writing on The Wall' is a 3-year creative writing project. The project provides all children and staff in KS2, the opportunity to work with accredited authors and illustrators from across the U.K. on exciting writing, poetry, spoken word and illustration projects. Writing data for Year 6 at the end of July 2021 showed 85% age appropriate and 25% working at greater depth. (+1.1 progress).
- A mathematics curriculum has been implemented which builds on an emphasis on number and key knowledge in the earlier years progressing to applied problem solving in a range of contexts as pupils develop knowledge. Pupils are challenged and achieve at a high standard. Outcomes at the end of each key stage demonstrate strong progress by the end of KS2 an above proportion are working at age appropriate standards or better. July 2021 in-house data shows 85% of children in KS2 reached or exceeded the expected standard in maths.
- Our long term and medium-term curriculum plans are structured to ensure a progression of a broad range of knowledge and skills from Nursery to Year 6. Outcomes in all subjects demonstrate age appropriate opportunities to make links between prior and new learning and apply this in different contexts. Teachers are confident in adapting plans to provide quality remote learning and have strong contingency plans in place should the need arise again.
- Achievement across the wider curriculum demonstrates a high quality of provision and achievement across subjects with links made between different areas of learning such as science and mathematics. Pupils take pride in their learning with well-presented outcomes that illustrate independent application of key skills.
- The school has been accredited Gold status in a number of quality Marks: the Liverpool Reading Quality Mark, Liverpool Counts Quality Mark, Liverpool Inclusion Charter Mark, Attendance Quality Mark and Artsmark. The school also achieved the Basic Skills 15 Year award, School Sports Silver Quality Mark; Healthy Schools Award - Advanced Level, the 360-E-Safety Award; and the School of Sanctuary Award. This reflects the school's ambition to ensure a rich and balanced curriculum and sustain best practice in every aspect of its provision.
- Subject leaders have had regular quality training and opportunities to monitor and improve performance in their subject areas. To raise the profiles of subjects, leaders have created working groups to share positive feedback and constructive suggestions for further improvements. Prior to Covid -19 restrictions, leaders worked collaboratively on projects with leaders from other schools across the network to improve pupil progress.
- During 2020-2021 the school implemented a recovery curriculum model to ensure gaps are closed quickly for pupils, with planned key skills interventions to rehearse, pre-teach and consolidate learning. As a result, many of the pupils are on track within year group expectations. School also invested in additional quality resources, projects and CPD to improve teacher confidence and quality teaching and learning.
- Communication with Parents is strong and parents are well informed of progress and ways to support their children's education at home, particularly through the school website. Positive home school relationships have been established through parent workshops, family events, newsletters, reading sessions, social media platforms as well as the Class Dojo direct messaging system which became invaluable during the first and second lockdowns. Termly Pupil Reports and Parent Pupil Review meetings ensure parents are consistently informed on how well their children are progressing and what their children need to do to improve.

- Teachers give feedback using specific, targets, incisive questioning and high-quality marking to provide good opportunities for pupils to make next step improvement. Pupils show an enthusiasm for learning and are able to articulate how teachers help them to improve. Pupils demonstrate application of learned key concepts in their responses.
- Detailed assessments in reading, writing and mathematics are used 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 and the ongoing use of questioning; vocabulary building and application are features of our agreed pedagogy.
- Two data points each year are used to inform supportive pupil progress meetings with teachers during which catch up programs are structured for those pupils requiring them. Moderation with network schools in the past has ensured that this process is meaningful and manageable for staff.

Areas of Development:

- Further improve the consistency of good or better teaching of phonics and reading in EYFS, KS1 and KS2 with rigour in assessment and moderation so that attainment is sustained above national averages.
- Ensure all teachers/LSOs maintain an appropriate vigorous pace of teaching throughout lessons.
- Continue the delivery of Mastering Metacognition training to arm teachers with classroom strategies from the latest finding in the fields of cognitive and behavioural development, neuro-science and psychology. **(Focused Priority 4 SDP)**

Behaviour and Attitudes (Good)

- Our core values are at the heart of everything we do. Our pupils know, understand and live our core values: Friendship, Respect, Honesty, Determination, and Courage. These core values are the basis for the social, intellectual, emotional, spiritual and moral development of our children. Pupils have a range of opportunities to understand and celebrate our core values through weekly celebration assemblies – rewarding pupils as Value Champions and circle time during our weekly 'Well-Being Wednesday' sessions.
- It is a significant factor in our school that almost all children enjoy their lessons and like working with their teachers. In particular virtually all our children thoroughly enjoy our **Narrative Immersion (see appendix 1)** which ensures immersion in 36 narrative books during their time at Leamington.
- Behaviour for learning in the classroom is excellent. All children listen attentively to all adults in the classroom. Very few children are ever not seen fully engaged.
- All our pupils, including those with sometimes challenging behaviour, usually display good self-control because of our own graduated approach to supporting pupils with social, emotional and mental health needs. Pupils are receiving a high quality PSHE curriculum (which takes account of revised statutory RSE and Health guidance) through the successful delivery of our 'Wellbeing Wednesdays' afternoons incorporating the JIGSAW curriculum.
- Our school wide work supporting pupils' emotional well-being, coupled with our highly motivational immersive curriculum results in the great majority of pupils becoming self-regulating, the majority of pupils being highly adept at managing their own behaviour in the classroom and in social situations. Pupils' consistently thoughtful behaviour towards each other is a key factor in their successful learning. Visitors often comment on the calm and engaging atmosphere with classrooms being referred to as 'places of Sanctuary' (Ofsted 2017).
- The small minority of pupils who have arrived at school with significant emotional and behavioural difficulties have shown marked improvements over time. High levels of pastoral care, excellent SEND provision and support ensure that every child is nurtured irrespective of background, need or circumstance. These children are developing increasingly better social skills and emotional wellbeing and are well supported and managed by an experienced Inclusion and Wellbeing Team and SENDCO.
- Pupils are supportive of each other and instances of bullying, including cyber bullying and prejudice are rare and, where necessary, are dealt with swiftly, following our robust Anti-bullying and Computing and E-Safety policy. Children have a good understanding of what bullying is and how to deal with it as a result of high-profile strategies including assemblies, anti-bullying and mental health awareness weeks, well-being Wednesday's and value champions.
- The tracking of safeguarding and behaviour through CPOMs has proven extremely valuable in ensuring that all pupils are monitored closely and additional support and intervention is directed at those pupils that need it the most. Pupils and families are also carefully monitored through regular Inclusion and Wellbeing Team meetings. This model ensures that families are supported appropriately; whether this be working with our Family Support Worker or directed to appropriate staff or agencies.

- There are highly effective systems in place to avoid exclusion of pupils. Children at risk of exclusion are monitored closely and high-quality pastoral care is in place. There has only been one fixed term exclusion in the last three years.
- Our attendance rate prior to the pandemic was 3.8% and our persistent absence rate was 4.1%. So far, September 2021 – June 2022, our attendance rate has been 5.3% and our persistent absence rate has been 12.4%.

Areas of Development:

- Further strengthen our promotion of full attendance with a particular focus on those whose attendance falls below 95% and persistently late pupils.
- Review and refine current school systems to ensure the very highest standards of behaviour for all pupils.

Personal Development (Good)

- Because of our narrative immersion approach and our rich and varied curriculum, pupils are enthusiastic, resilient and committed to deepening their understanding of learning; they work hard and are determined to succeed in all aspects of school life. The buzz of excitement and positive engagement is evident throughout the school and reinforced by pupils during conversations about their lessons.
- School has a strong sense of community and we have strong relationships with parents/carers; actively encouraging their parental involvement in all areas. We have supported our children and families throughout the pandemic and have completed the development of a community hub for parents and carers. This is a space for our Family Support Worker to host meetings, provide food, clothes and laundry cleaning facilities as well as providing advice and support on a range of issues such as debt, benefits maximisation, housing and special educational needs advice.
- Due to robust procedures and a full-time attendance officer, pupil attendance is in-line with national averages. The school works effectively with outside agencies to offer additional support to identified children/families.
- Pupil voice is high profile and children's views are used to evaluate practice and inform future decisions. Children are actively involved in decision making within our school and our pro-active school councillors have been responsible for many positive changes including improving school dinners and lunch time activities, introducing equipment such as the gym, football cage, adventure playground and Strawberry Fields. The School Council are currently in the process of designing a School Mascot and have been researching and analysing pupil views to establish their next steps. Each of these activities serves to strengthen the personal development of individuals and the growth of team spirit and responsibility.
- The introduction of our Leamington Values and Positive Behaviour Policy encompasses the schools' ethos and core values in ensuring every child receives their right to a good education. Consequently, pupils take pride in their work, and their personal achievements are rewarded positively in a variety of ways, including; class DoJo, class points, attendance rewards and value champions.
- Pupils leave school with many skills and attributes which enable them to be successful in the future stages of their lives, through to adulthood. Leamington prepares pupils for transition to secondary school well and has established excellent links with partner schools to support pupils with this process.
- We celebrate diversity and provide enrichment opportunities through a range of extra-curricular activities and school trips and visits; including residential trips for pupils in Y2, Y4 and Y6. Providing pupils with the skills and attributes for a successful transition to secondary school is of high importance. We have strong links with local secondary schools and other outside agencies and regularly host workshops focusing on resilience, mental health and well-being and other important current issues such as county lines, gang and knife crime.
- Aspirations week has been woven into the curriculum to allow all of the children to talk/interview local business owners and workers. Each year, Aspirations week allows the children to deepen their understanding, see the bigger picture and enhance social/communication skills.
- In addition to this we are part of WOW project (Writing on the Wall) in which the children work in collaboration with authors and poets to inspire future writers.
- School prioritise the mental health and well-being of all our staff and pupils. This has been significantly prominent in response to the pandemic, where we recognised the importance of developing emotional intelligence and implemented Zones of Emotional Regulation as a result. The positive impact of Zones of Regulation has been evident across the school; with pupils gaining a deeper understanding of their own emotions, recognising their validity and equipping them with the tools and strategies to safely transition between zones throughout the day. Children have responded well to this and have become more independent.
- Well-being Wednesday's incorporate the PSHE Curriculum and provide children with opportunities to share and reflect through circle time as well as addressing their own mental health and well-being. Pupils feel comfortable to share their thoughts and feelings within a safe environment and are more likely to be ready to learn as a result.

- Pupils at Leamington have access to additional provisions in school when identified and we address these needs following a graduated approach:
 - ✓ Early intervention from the school staff, including the Inclusion Team;
 - ✓ Intervention from external agencies within the school setting;
 - ✓ Signposting to external agencies for specific outreach support.
- At Leamington, we have high expectations of behaviour. Staff and pupils follow our Positive Behaviour Policy well as there is a clear graduated approach to behaviour throughout the school. Parents and carers are actively involved throughout this process and their contributions are always valued. This year, our staff will be trained on restorative practices and this will be embedded throughout the school.
- Our Inclusion and Well-Being Team meet regularly to discuss current caseloads and ensure the emotional wellbeing for children at risk, they are proactive in providing support. This has seen, for some pupils, an increase in attendance and engagement with learning, resulting in improved progress for those pupils.
- Pupils have access to onsite therapeutic support such as Learning Mentor, Relax Kids, Seedlings therapy and counselling sessions, as well as whole class resilience workshops.
- We teach children at appropriate times and in appropriate ways about safety and risk as part of our carefully planned curriculum and through assemblies and arranging visitors to school. All safeguarding regulations and duties are met and arrangements/policies for safeguarding are in line with government guidelines and systematically reviewed by SLT.
- The school's commitment to keeping our children safe within this technological/digital age is high on our agenda. The computing lead is proactive in implementing our computing and e-safety policy and monitoring that opportunities are taken throughout the curriculum to discuss e-safety. Assemblies and parent workshops ensure that up to date knowledge about how children can keep themselves safe online is shared regularly.
- All staff and governors are suitably trained on an annual basis and have the skills and expertise required, as is evidenced within CPD records. Staff have recently received further training on Child Criminal Exploitation: County Lines and Prevent from our Designated Safeguarding Lead. All relevant safeguarding policies are updated regularly and available; displayed in the staff room for staff to utilise at any time.
- School was awarded the Healthy Schools Award in 2013 and more recently in 2017. The award recognises an increased number of opportunities when children and young people have to be physically active in and out of school, improved links between schools and communities that promote physical activity and a better understanding of a healthy diet can lead to a healthy mind. The curriculum gives children across the school many opportunities to discuss how to stay healthy.
- Pupils in Y5 and Y6 have recently received training to develop 'Play Leaders' at lunch time. This involves pupils leading organised games for younger pupils at lunch time; enhancing their social communication and leadership skills.
- Leamington Values promote British values. Circle time, assemblies, themed weeks and school council and pupil voice interviews keep the values alive, vibrant and an important aspect of school life.
- The school has taken a range of steps to help promote pupil's self-confidence, awareness of the arts and opportunities to perform. Leamington was awarded the Artsmark Award a few years ago and is currently working towards renewing this status. We have a purpose-built theatre with retractable seating and lights to enhance school performances, and have established links with the prestigious Blue Coat School and local artists; providing opportunities and experiences for our pupils in all aspects of The Arts.
- Enrichment activities including residential trips and after-school clubs provide additional opportunities for our children to develop skills and attributes that further enhance their personal development. Extra-curricular sports, dance, drama and art clubs are attended well and provide opportunities for pupils to further develop skills in these areas.

Areas for Development:

- To counter the nationally acknowledged epidemic of child obesity, further enhance the schools teaching of healthier and more active lifestyle choices.
- Further develop pupil and parental oracy of online and technological safety.
- Further resource our provision to support children and family's mental wellbeing and the ever-increasing demand for our excellent provision for children with SEND.

Leadership and Management (Good)

- All senior leaders have set challenging levels of expectation of the school staff. As a result, all members of staff have responded with commitment, passion and enthusiasm which resulted in good outcomes for KS2 pupils.
- The leadership team are relentless in their drive for excellence and all pupils and staff know exactly what is expected of them with a sharp focus on effective learning and this has led to consistency in good or better teaching, learning and assessment.

- Leaders at all levels, teachers and support staff have very high expectations of all pupils. Despite being a large school, every child is recognised and known as a unique individual and learning activities are exceptionally well matched to their individual needs. This is a result of effective monitoring systems, understanding the needs of our community and our children. Planning for a relevant and proactive and progressive curriculum is very detailed.
- School has recognised the need to develop challenge for the AMA pupils. This strategy has led to further extending the understanding of how the curriculum can be shaped to inspire and motivate whilst learning in greater depth. Rebecca Bell (Narrative Immersion) and Tara Laughran (Maths Lead) have led fundamental change in the delivery of the everyday curriculum.
- Leadership is distributed across school therefore the whole team shares the desire to ensure the best outcomes for all pupils. This is not limited to high standards in English, Mathematics and Science but in all areas of our narrative immersion curriculum. Developing pupil's character, resilience and creating an ethos of inclusion and spiritual development has seen outcomes for all pupils rise over the last three years. Rigorous monitoring, analysis, moderation and self-challenge are driving up outcomes for all.
- All teachers and learning support officers regularly monitor pupil progress. Coupled with robust moderation and well-developed assessment opportunities (big questions) this ensures assessments are accurate and contribute well to all children making at least good progress.
- The school's finances are targeted on the educational priorities and all resources are used efficiently, effectively and economically to raise standards and improve progress of all. This includes well developed pupil premium/Covid catch up strategies.
- Leaders use a wide range of information to analyse and monitor standards of particular groups and individuals. Interventions are used effectively to close the gaps.
- Governors play a pivotal role and they have a clear understanding of the strengths and weaknesses of the school. They ensure compliance with statutory requirements. The governing body is influential in shaping the strategic direction of the school and bringing about necessary improvements. All governors have knowledge of the data sources available to them and their understanding is improving as to how this knowledge can assist in strategic decision making. All governors have undertaken training in a range of aspects of school governance and as a result provide considerable challenge and consistently hold the Head teacher and senior leaders to account. The governing body is highly effective.
- The views of stakeholders are actively encouraged and used to identify priorities in the school development plan. Communication with parents and stakeholders has been recognised as a strength and parents feel well informed and supported by the school. (Parent Questionnaire 2018/ Ofsted 2017). As a result, school has been committed to harnessing the support of parents and carers in their child's education and significant work has been undertaken in order to encourage this. This starts in EYFS with weekly 'Come read with me' sessions. Across the whole school parents are encouraged to Stay, Play and Learn on a termly basis and Maths and English sessions have been very successful in engaging parents. Class assemblies and celebration assemblies have all been used effectively to engage with parents and the local community. A new school website, APP, Twitter and Facebook accounts have proven to be extremely popular and our ways in which we engage with the community was recognised at the recent Educate Awards (2016).
- CPD is sharply focused to develop clearly identified individual or whole school needs for administration, support staff, teachers and governors. All staff receive training through the local network of schools, via SEN Consortia, Liverpool School Improvement and the National College. Recently we have used GPD as a way of transforming our curriculum. Work with Rebecca Bell (Narrative Immersion) and Tara Laughran (Maths Resilience) has identified and prioritises the needs of the staff as whole.
- The school's curriculum is good, with excellence in areas across a range of subjects - Spanish, IT and Computing, PE and Music are taught by specialists. Extra-curricular activities are varied and coupled with residential visits in Y2, Y4 and Y6. These provide our children with a wide range of experiences. This leads to high morale, good behaviour and makes a highly positive contribution to pupils' emotional and physical well-being as well as spiritual, moral, social and cultural development. Children love learning through the **Narrative Immersion** and in turn this deepens the learning experience in the arts and humanities. Themed weeks are used effectively to enhance pupil's engagement and immerse the children in various aspects of life i.e. an annual Aspirations week which is now being embedded within the curriculum.
- An extensive assembly planner and immersive curriculum which is enhanced by themed weeks ensures the children's spiritual, moral, social and cultural needs are well met. Trips and visitors are well thought out and used to give the children a sense of identity. Leamington Community Primary School values are core to the way in which the school is developing.
- Safeguarding and pastoral support lie at the heart of all that the school does. Safeguarding is effective in ensuring all pupils are kept safe. Staff model professional standards very well and are well trained in procedures that assist pupil's safety. Staff are vigilant and have been trained to spot pupils who may be at risk of abuse, neglect or exploitation. Records are detailed and the school uses the CPOMs system. The school

works with a wide range of partner agencies and early help is strong. Resourcing of the pastoral team is a priority for a holistic learning approach for the children.

- Leaders carefully managed school closures and plans for full re-opening including adjustments to the autumn term provision that allowed for the successful transition of all pupils and staff.
- Neither the senior staff nor the Governors accept that because the school is located in an area of high deprivation, outcomes should in any way be reduced or expectations lowered. Deprivation does not define destination. All available funds have been used to create an oasis of high-quality provision with high expectations and outcomes, based in a high-quality facility with the best resources our pupils need and can use. Consequently, our pupils achieve well beyond local aspirations and constantly strive for more.

Areas for Development:

- To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils.
- To effectively implement the Early Career Framework to ensure continued high rates of teacher retention.
- To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.
- To ensure the curriculum offer demonstrates a clear progression of knowledge and skills over time, responsive to on-going pupil need.
- To ensure that high standard provision for PPG, SEND and vulnerable pupils are maintained and that achievement gaps are minimised.
- To ensure safeguarding arrangements remain fully compliant and that all staff are aware of their role and vigilant to risks.
- To ensure statutory health and safety responsibilities are effectively managed and that the school estate is maintained to a high standard.
- Governor training remains up to date.
- To minimise potential financial risks and ensure continued financial stability.

The Quality of Early Years (Good)

- All children make at least good progress by the end of Foundation Stage in relation to their starting points, especially in Prime areas.
- Our curriculum is bespoke. It is designed specifically for the needs of our children; it is fluid and is adapted and developed on an ongoing basis to ensure we meet their needs. Planning is linked to the children's interests and builds on what the children know and can do.
- We provide children with the experiences and opportunities to practice what they have been taught by applying their skills within our well-planned continuous provision. We plan across all areas of learning to ensure good coverage.
- Our curriculum is inclusive. All of our children make progress and are challenged at their own level.
- We provide the children with a safe place to learn, and an environment that meets their needs.
- Staff have excellent knowledge of the children and their level of development ensuring that we meet their needs through clearly differentiated planning, resources and questioning. Weekly PE sessions delivered by LLSP sports for all of Foundation Stage has helped our children to make very good progress in the Physical development by the time they leave Reception.
- We have created a language rich environment and a love of books through our immersive and bespoke curriculum, daily systematic phonics sessions using Read, Write, Inc. Phonics, Talk for Writing, Steps to Read and well-planned continuous provision.
- Mathematics is taught systematically and results in children applying these skills in practical and oral activities. The Mastering Number programme provides further opportunities for children to develop their mastery of number.
- Children are confident to take risks and enthusiastically use our outdoor provision which enables them to develop resilience, manage emotions, work as a team and build their fine and gross motor skills.
- Children, parents, carers and staff develop excellent relationships allowing the children's confidence as independent learners to grow. Parents and carers are kept well-informed of their child's progress and have access to their learning journey through Seesaw and Class Dojo.
- We have strong partnerships and work with other agencies to meet the needs of SENDs children, SENISS, Speech and Language, health visitors, occupational health, physiotherapy etc. allowing vulnerable and SEN children to make good progress.
- Year on year, we have experienced an increasing intake of children with complex SEND needs in Foundation Stage. Staff have continued to develop knowledge of SEN/ASD/Sensory processing needs in order to ensure that all children in our school get the best start in their education regardless of ability and starting points.

Areas for Development:

- Curriculum leads further develop a knowledge and understanding of the Early Years curriculum and how it shapes the development of their curriculum areas.
- Implement the B-Squared Assessment and Tracking tool for SEND pupils in EYFS.

Overall Effectiveness: The Quality and Standards of Education (Good)

Leamington Community Primary School continues to be a good school by providing a good quality of education that results in aspirational and ambitious children. Since its last inspection in 2017, the school has very effectively addressed all of the identified areas for improvement and is constantly striving for further improvements.

Why Leamington continues to achieve good outcomes:

- The curriculum is a strength of the school which has been designed to suit the needs of our pupils and the community we serve. The curriculum is challenging, dynamic, exciting and it is taught by committed and outstanding teachers who have children at the heart of what they do.
- Pupils receive a high-quality education. Progress in Early Years and Key Stage 1 is strong as the school strives to tackle the many gaps in children's learning, particularly in language and communication skills. Through the leadership of the SEN Consortia we employ a speech and language therapist who works closely with those children who enter Leamington with below average CLD.
- The overwhelming majority of pupils make good progress from Key Stage 1 to the end of Key Stage 2 and this is reflected in the national assessments in reading, writing and mathematics in Year 6 over the past three years. (2019) KS2 results continue to be above national in all areas. (2019)
- Our whole approach to the curriculum in its planning, breadth and depth, combined with our high quality of teaching, means that the many gaps that our children start school with are fully addressed over time. As a result, pupils leave at the end of Key Stage 2 with standards that are above the national average and fully prepared, in the broadest possible sense, to take advantage of the next stage in their education.
- The personal development of pupils is outstanding and children have developed the self-confidence, strength of character, resilience and determination to succeed in their future lives. As a result, children are well equipped to ensure that they can keep themselves safe, appreciate and respect the diversity in their communities and beyond and are keen to actively involve themselves in a wide range of community activities. Achieving the School of Sanctuary Award and the work we do during Aspirations Week as well as the range of fund-raising activities we participate in, is evidence of our commitment to ensuring that our children have an awareness and appreciation of the needs of others within our ever-changing world.
- Pupil's behaviour is good within and around school. They respond positively, understand the boundaries that are set and have imbued the values of the school/Zones of Regulation to the extent that they know why they should behave well without prompting. Being respectful of others and working as a team, they embrace our motto 'Together we make a difference'.
- The governors and school leadership team share an aspirational vision for the school based upon the principles of strong basic skills, broadened by an enriched immersion curriculum that extends to developing pupils' cultural capital through the extra-curricular and arts activities that are available and consistently used by children of all abilities and backgrounds. This is carefully checked to ensure that all children including the most disadvantaged and SEND pupils have access to all that Leamington offers even if that means additional support or monetary support is required.
- The leadership team and governing body have a clear vision of what the school does well and what it needs to do to improve even further. By taking timely appropriate actions, monitoring and reviewing the impact of these actions, the school is always striving to ensure that the high quality of education is sustained to enable the children to extract the maximum benefit from the school.
- The highly skilled safeguarding team ensure that safeguarding is effective and individual children's specific needs are addressed sensitively in a timely manner that allows them to overcome the often-complex circumstances that they are in. Regular meetings involve the inclusion team working together with information from the class teacher where all aspects relating to each individual child (past/current attendance and punctuality, SEN, attendance at extra-curricular activities, safeguarding, progress etc.) are discussed in order that any barriers to learning are addressed.

























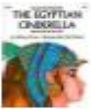




Appendix 1

What is the Narrative Immersion?

Throughout each year, our pupils will explore 6 core texts which act as vehicles to access knowledge and understanding in a range of different subject areas. Over the seven-year period from Reception to Y6 the children are immersed in 36 narrative books as a minimum, each carefully chosen to ensure coverage, progression and diversity. This does not include guided reading books, reading for pleasure and the numerous non-fiction texts used throughout the curriculum.

The core texts are fundamentally explored in the one hour daily English lesson where children are fully immersed in the imaginary world of the text through a range of Narrative Immersion techniques and dramatic conventions in a multi-sensory classroom. This enables the children to make emotional connections to the text and ensures their learning is memorable. Through this approach to learning, the children are given the opportunity to access different genres of text, use problem solving skills and develop the Reading, Writing, Speaking and Listening skills set out in the National Curriculum as well as develop deeper thinking skills and emotional intelligence.

Narrative immersion is not just about the big wow but a constant revisiting of story world to fully explore ideas, concepts and the English Language. Visiting story world gives the children a purpose for writing with each lesson having a sharp learning objective used to enhance the children knowledge, understanding and skills.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	The Story Machine by Tom McLaughlin 	Elves and the Shoemaker Alison Edgson 	Where the Wild Things Are - Maurice Sendak 	Jungle Book - Miriam Bos 	Whatever Next - Jill Murphy 	The Storm Whale - Benji Davis 
Year 2	The True Story of 3 Little Pigs Jon Scieszka 	Meet Mighty Red Linda Pizzuti Henry 	Yellow Submarine The Beatles 	Paddington Michael Bond 	The Willow Pattern Story Allan Drummond 	Grandad's Island Benji Davies 
Year 3	Flood by Alvaro F. Villa. 	Stone Age boy by Satoshi Kitamura 	The Dragon's Tear Katrice Horsley 	Tuesday David Wisner 	The Cat who walked across France. By Kate Banks 	Perseus and Medusa Geraldine McCaughrean 
Year 4	Escape from Pompeii Christina Balit 	The Lion the Witch and the Wardrobe C.S. Lewis 	The Highway man Alfred Noyes 	Macbeth William Shakespeare 	Molly's Route 66 Adventure Dottie Raymer 	The River Singers Tom Moorhouse 
Year 5	Egyptian Cinderella - Shirley Climo 	Journey to Jo'Burg Beverley Naidoo 	Journey to the River Sea by Eva Ibbotson 	King Arthur and the Round Table Marcia Williams 	The Piano - Film Narrative 	Harry Potter JK Rowling 