



Harewood Junior School

**Our evaluation of school performance for parents
for the year 2017/18**

As part of our constant drive for school improvement, we regularly evaluate school performance – what we are doing well and what we are working on to be even better. We use the current Ofsted criteria for each of the four areas of school work they inspect to judge how we are doing and then look at what we need to do to be graded higher. Although the standards under the current framework are extremely challenging, we are constantly striving to become an outstanding school for your children.

Pupils' and parents' views are very important in helping us to improve and so, as well as the school's view of what it does well and what we need to work on next, we have included how parents responded to the questionnaire at the end of the summer term; what parents told us at our termly Parent Forum just recently and what our school council has said.

Effectiveness of leadership and management: *Good with elements of outstanding*

- Over the last eight years, the school leadership and governors have moved this school from being significantly below all other schools nationally and having a section 13 Notice to Improve (December 2010) to be significantly above all other schools nationally and judged Good in its last inspection (January 2014).
- Everyone believes our children deserve the best we can give them and staff go the extra mile to overcome any barriers.
- All staff are held to account through rigorous performance management.
- With our new structure, Leadership is developed at all levels.
- Governors have ongoing training to give them the skills to hold the school to account.
- Over the last few years we've had our work recognised by outside organisations: being re-accredited with Lead School status for Achievement for All; being the first school in Gloucestershire to achieve the IMPACT Inclusion Award; and just a couple of months later, the first school to achieve the Mental Health Champions' Award.

How we are working to be outstanding:

All staff will be even more reflective about their teaching and developing their practice in the best interests of the children.

We will continue to develop leadership at all levels to ensure that school improvement is self-sustaining and everyone's responsibility.

What pupils and parents say:

Parents who have been with the school for some time say that they have seen real improvements in the school and in outcomes for their children. They recognise the work that has taken place to bring about such positive change and they feel that the whole school work as a team and that their children are lucky to have such a committed Headteacher, teachers and TAs.

Parents who are new to the school say that they chose the school because of its reputation or after reading our Ofsted report and they have not been disappointed at all.

Pupils say that Harewood is the best school – it is a happy place for children to enjoy learning. They say that people really learn here and we are the school that smiles.

Quality of teaching, learning and assessment: *Good with outstanding elements*

100% of teaching is good with almost two thirds of all lessons observed during 2017/8 leading to outstanding outcomes for pupils.

Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.

Targeted support and interventions, that match pupils' individual needs, are used to ensure that all pupils achieve as well as they can.

Teachers use their subject knowledge and assessment of pupils' skills, knowledge and understanding to plan effectively and set challenging tasks.

All pupils, including those who have special educational needs or are deemed disadvantaged, are achieving well over time compared with other children locally and nationally.

What we are doing to improve:

The curriculum has been designed to deliver a well-structured progression of skills and knowledge to all children in a way that feeds children's desire to learn.

Ensure the standards achieved in Literacy and Numeracy are evident across the curriculum in all teaching and learning.

Children talk confidently about their learning across the whole curriculum and use a range of skills to solve new challenges.

Ensure children vulnerable to underachievement continue to be identified early and supported.

Continue to work closely with other agencies to secure good outcomes for vulnerable children and families.

Induct new staff successfully and support those teachers, who are not already outstanding, to become outstanding.

Enhance family learning opportunities to increase the impact of home learning on children's outcomes.

What parents and pupils say:

Parents tell us that their children are inspired by lessons and really enjoy their learning. They also tell us that they have noticed real improvements in their attitudes. Parents have asked for even more opportunities to be involved in their child's education.

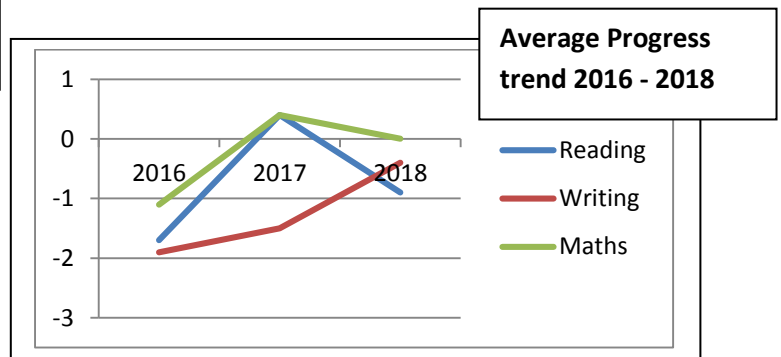
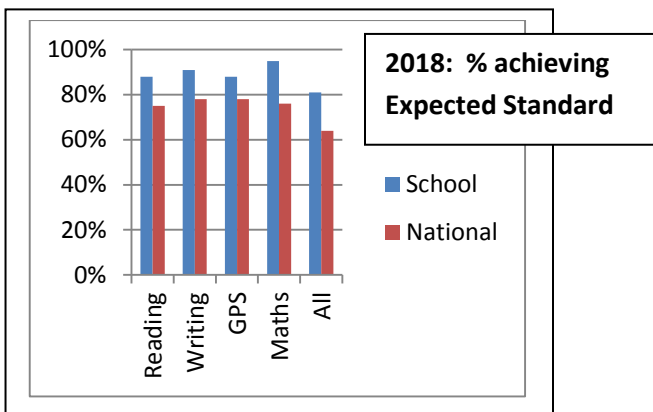
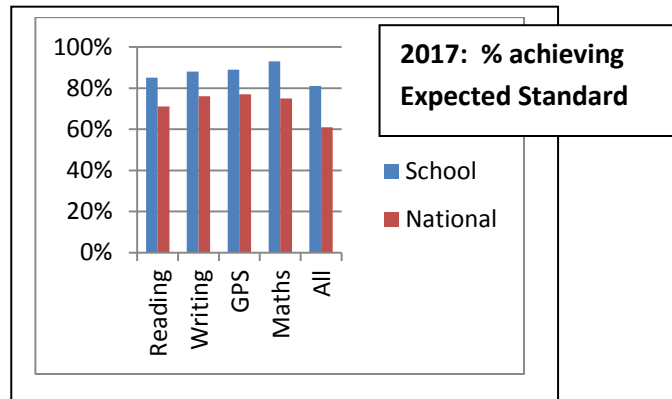
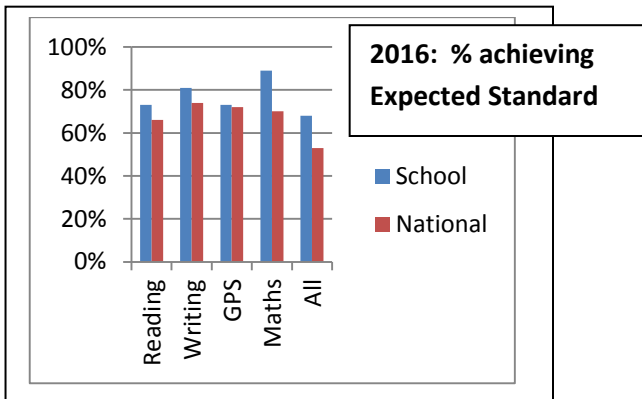
Pupils say that they love learning and their teachers really help them. The children know that teachers try and find the best way to help them learn. They like the fact that teachers are always learning too.

Personal development, behaviour and welfare: *Good with outstanding elements*

Key actions:	Impact:
<ul style="list-style-type: none"> • PHSCE curriculum and assemblies promote key values of our co-operative trust and the five British fundamental values, as well as health, well-being and personal safety, including e-safety. • Strong links with the local churches. • School council impacts directly on school improvement. • Action research projects on learning. • Academic, social, emotional and pastoral interventions provided including specific support around behaviour. • Team approach to child and family work to share workload and joint problem-solve. • Restorative Practice pilot school. • Friendship work at small group and class level. • Small group sessions run on a weekly basis by our Learning Support Mentor for specific children, expanded due to success to include relaxation sessions for further groups. • Mental Health training for all staff. • Parent programmes to address needs. • Specific services commissioned for individual children, groups and parents, where we cannot provide for them. • Personalised support from the Pastoral Team. 	<ul style="list-style-type: none"> • All children have positive attitudes towards learning, leading to improved outcomes. • Attendance of individual children improved and family work successful in engaging parents with the school and outside agencies. • Behaviour is good, including those children with specific needs. Exclusions are very rare and only used as the last resort. • The school achieves very good outcomes for Permanently Excluded pupils from other schools and Children in Care. • Cross-agency work and school's early help offer means that, in most cases, children's and families' needs are met without the need for Social Care interventions. • Bullying or racial incidents are rare and, when they do occur, are dealt with swiftly and effectively by working with all parties. • Gap between vulnerable children and all children closed and individual children exceeding expected progress and achievement. • Finalists in 2015 National Pupil Premium Awards - Overall Runners up for South West. • Re-accreditation of Healthy Living and Learning Award and as an AfA Lead School. • Achieved IMPACT Inclusion and Mental Health Champions' Award.
<p>What are we doing to keep improving:</p>	
<p>Constant push on excellent attitudes to learning both in lessons and assemblies. Restorative Practice used with children for solve problems and improve behaviour. Individual support for those with particular difficulties. Attendance issues tackled early on and family work to support parents. Leading the Digital Futures project for both children and parents to tackle misuse of technology out of school and the impact it has on children's physical and emotional well-being.</p>	
<p>What pupils and parents tell us:</p>	
<p>Parents really value the support they get from school. They say that the social and emotional support and interventions we provide are just as important as the academic support we give and that it has made a real difference to their children here and as they move on to secondary school. Pupils say that staff are very kind and caring. They say that people really look after them, comfort them and help them stay safe. They say that all adults in school want what is best for them and work hard to achieve it. They say that everyone in our school is welcoming.</p>	

Outcomes for pupils: *Good with outstanding elements*

Between 2010 and 2018, the school leaders, teachers and teaching assistants have improved outcomes for children at this school from being **significantly below pupils** at all other schools nationally to be **significantly above all other schools locally and nationally**. In the last three years since the introduction of the new tests, we have achieved above local national in all areas.



What parents say:

Parents say they are very proud of the progress their children have made whilst at the school and know that it is because of us all working together. They say that their children are able to achieve their full potential because of the quality of teaching and the support they receive.

Pupils say that they love being "Purple Learners" and they like having challenge. They like knowing what to do to improve and being given the chance to "purple polish". They know that we learn from mistakes and that we are learning all the time.

Other comments that our children have made.....

Harewood's good at encouraging us even when things are difficult, making us smile whilst working hard at the same time.

Our school is always getting awards, and quite often we're the first!

We get to make a lot of choices about what we do.

We love the range of clubs: such as football, netball, rugby, cross-country, drama, change4life, athletics, cricket, rounders, dance, recorders, book, k'nex, gardening, cookery and even quiet club.

We're good at thinking about others. We raise lots of money for charities; we collect food for needy families; and send Christmas presents to those children who wouldn't have one otherwise.



Healthy minds + Healthy children

= healthy school



Harewood is great at celebrating success and including people in lots of different things. We have Restorative Stars, buddies and friendship benches to make sure everyone has a happy playtime.

How we can be even better.....

- extend the activities at playtime to include gardening;
- learn new languages as well as French;
- we love making things so include more DT in our topics;
- even more trips or visitors to educate and inspire us;
- we could try out more new subjects and topics.

Don't forget you can tell us what you think of our school in the parent and carer questionnaire that we send out each year; by talking to staff at our weekly drop-in; by popping in to talk to us; by attending our Termly Parent Forum; or by going online to the Ofsted Parent View questionnaire - <https://parentview.ofsted.gov.uk>

Remember.....

If you are at all concerned about any aspect of your child's education or you need to share information with us:

- First, talk to your child's class teacher or the member of staff supporting them in the area you're concerned about. This may also be Mrs Hearfield, our Learning Support Mentor, or Mrs Wood, Assistant Headteacher - Inclusion.
- Allow them time to investigate the concern and then, when they get back to you (usually by the end of the next day), agree what actions are necessary and when you'll review the progress together.
- At this review, talk about how effective the action has been and if anything else needs to be done or would help. Agree if or when you'll meet again.
- Hopefully, this will have resolved your concern, but if not you either keep working with the member of staff or meet with the Yeargroup teamleader to resolve it, before finally involving me.