

# Self Evaluation Report

Agreed



**Ferndale Primary School**

URN: 142546

# School Context

## BRIEF SUMMARY

Ferndale school serves a community in an area of a housing development and is a two-form entry school. There are currently 403 pupils on role in 14 classes from reception to year 6. We also have a nursery providing provision from 2 years to preschool and we have on role 59 at present. We do not have a specific religious character.

Children who have EAL as an additional language EAL	162/403 – 40.2% Nursery -33/59 - 61% Total - 195/462 - 42%
The largest ethnic group is	Indian 21.3%
The other ethnic groups in order of percentage	Black/African 4.2%
Children with SEND	60/403 – 14.9% Nursery - 9/59 - 5.31% Overall - 69/462 - 14.9%
Children in receipt of PP	75/403 – 18.6% Nursery 7/59 - 11.9% Overall 82/462 - 17.7%
Stability of our school population	73% Below average

At Ferndale, we are inclusive and driven to ensure that all needs are met and we want all children to reach their full potential. The schools SEND support register sits 69/435 which is 14.9% and the national average is 13%. We have 16/403 EHCP's which is 4% and the national average is 4%. The primary need is varied but our main needs are Social, Emotional, Mental Health, Communication and Interaction and Cognition and Learning.

Attainment, on entry, is slightly below or significantly below age related expectation and the 2023 cohort are significantly below with a high level of need entering nursery and into reception. The children then leave our school at the end of key stage 2 above the national average in reading writing and maths and above or in line at greater depth. This is due to the commitment of the school in high expectations and provision and high quality teaching. The Ferndale family are committed to an ethos and culture which encapsulates inclusion and a nurturing environment. We want children to be ready for the next chapter of their journey into secondary school.

We are part of the Blue Kite Trust and were the first to school to join this academy. Being part of a trust allows the development of all staff and the sharing of expertise and initiatives. We work closely together with moderation and monitoring of core and foundation subjects along with

prioritising our specific needs such as SEND, internet safety, physical activity and cultural capital across a range of schools in Swindon. We engage in high quality CPD programmes- including NPQs- and ensure the best value for money when accessing training and services such as the Lighthouse inclusion team, Inspire and HR.

Our pupil premium funding strategies demonstrate how the aims of our curriculum are reached. This has proven successful in providing real life experiences and creating a cultural capital with trips and visitors. We have invested in each cohort using part of the funding in bringing the curriculum to life. We have also focused on getting to know each pupil premium child as an individual and identifying their barriers to learning. This may include support to ensure the children are eating breakfast down to identifying challenge and barriers to learning.

Evidence from QAR visits, SEF and the last OFSTED 2019 share that we are a good school. This is also reflected in our most recent safeguarding audit June 2023 and also our most recent pupil and attainment data in comparison with national. Across the school and wider trust, the senior leadership team work with honesty, integrity and respect; they provide challenge and support with a high level of confidentiality. This model of support and challenge is shown in our quality assurance reviews and this has been further developed our good practice following our QAR (November 2022).

#### Quotes from Ofsted (January 2019)

*Children are nurtured and supported very effectively, so they thrive and succeed.*

*Throughout the school, there is warmth, care and a genuine commitment to providing the best.*

*Pupils benefit from many exciting and engaging opportunities.*

*The school is lively and colourful and provides a vibrant learning experience in which children's contributions and achievements are celebrated and shared.*

*As in many other areas, effective teamwork and collaboration are strong features of your approach.*

*Work to tackle bullying is particularly strong and pupils believe that staff will deal with any issues of bullying or kindness quickly and effectively.*

*Staff work hard to forge productive relationships with parents and carers, recognising that these are essential in supporting pupils to succeed.*

The Ferndale extended services offer provides a wide range of after school clubs and also a wraparound provision of breakfast and after school clubs; we ensure our most vulnerable children can access this with the support needed. We also actively take part in Swindon music service lessons throughout the years alongside music and dance concerts. We run parent sessions to ensure communication and relationship with new classes are established alongside year group assemblies and community lunches throughout the year. We also run a variety of parent workshops supporting parents with phonics, reading and maths alongside parenting and mental health support. We work alongside the Lighthouse team who offer family support workers, education and welfare officer, inclusion and behaviour support and play therapists. We also work with the local nursing team, our local vicar and the PCSO's who support us throughout the year. We offer regular coffee and catch up sessions to encourage and support parental engagement.

Following the most recent QAR the areas to focus on included:

The key areas for improvement are:

- Ensure School Development Priorities are more intrinsically linked to: monitoring, staff meetings and CPD rotas throughout an academic year
- Continue to develop foundation assessment within a clear and consistently applied procedure that allows for the quality of the curriculum to be accurately analysed and actioned against
- Continue developing Quality First Teaching with effective adaptations for different subject areas, that will allow all SEND groups to access the learning

The school development priorities for 2023/24 have been identified through monitoring and analysis of data.

#### SDP 2023-24 Overview

##### Quality of Education

1. To ensure language enriched teaching and learning through explicitly teaching Oracy skills, subject specific vocabulary and ensuring planning includes opportunities to use talk to develop learning further.
2. To ensure pupil attainment in writing is consistent across all groups of learners including PPG, boys, EAL and Year 4 pupils.
3. Quality first teaching adaptations for SEND pupils in both core and foundation subjects.

### **Leadership and Management**

1. To develop middle leaders to deliver curriculum improvements and ensure the curriculum is language rich, including first-hand experiences, developing life skills and deepening pupils' knowledge. To ensure middle leaders develop their own subject knowledge, deliver appropriate CPD, support adaptations and develop assessment frameworks in their subjects.
2. To build the capacity and strength of the governing body to ensure that they can hold school leaders to account and understand fully their statutory duties.

### **Behaviour and attitudes**

1. To continue to improve attendance so that it remains in line or above the national level and to decrease persistent absences in line with national levels by ensuring early help when attendance falls below 97%.
2. To create a school culture that is knowledgeable and reflective with all stakeholders reacting appropriately to child-on-child abuse.

### **EYFS**

1. To embed the EYFS curriculum offer to ensure that it caters for the needs of Ferndale pupils in line with our curriculum values and ensures progression from each stage of EYFS.
2. To provide an improved learning environment for outdoor provision in EYFS that supports pupil progress.
3. To further develop early years practitioners knowledge and skills to ensure high quality interactions. To ensure practitioners are effectively modeling and extending learning, helping children to make connections and developing language skills.

### **Personal Development**

1. To implement a safeguarding curriculum which enhances our current PSHE offer, follow trust guidance which ensures our curriculum is both comprehensive and purposeful in response to the needs of our community.
2. To prioritise emotional well-being through training, all stakeholders to develop a consistent approach in supporting pupils and promoting a 'talking school'.

### **Premises**

1. To enhance the quality of the school environment and spaces throughout the school.

# Quality of Education

## JUDGEMENT



### Quality of Education

Our school curriculum is carefully planned and designed to ensure we build on prior knowledge and skills and to ensure our children reach their full potential and achieve expected progress. The Ferndale Curriculum ethos has been designed and created by all stakeholders ensuring it is targeting the Ferndale children. It has golden threads that feed through all subjects and this is intrinsically developed through curriculum leaders and year group teachers.

The golden threads of the Ferndale Curriculum are:

- Real life experiences
- First hand experiences creating lasting memories
- Building on prior knowledge
- The language and oracy linked to all areas
- The adaptations for all to achieve and succeed

The curriculum design is based on inclusivity which ensures that all stakeholders ensure that the curriculum is accessible for all and is adapted appropriately ensuring quality first teaching. Our curriculum offer enables all children create memories and access a broad and balanced Ferndale curriculum. The curriculum and culture of Ferndale is embedded across the school and nursery ensuring that all children transition to the next stages of their lives with a suitcase of skills that enable them to be the best version of themselves. We create a secure transition plan and also develop ambassador roles such as School Council, Prefects and Eco Council to ensure that we listen to all stakeholders.

At Ferndale, our curriculum is thoughtfully designed to reflect our overall curriculum vision and ensure it provides a breadth of knowledge and skills to enrich children's learning by giving plentiful first-hand experiences, instilling a lifelong love of learning, deepening knowledge through building on prior learning which encompasses a golden thread of vocabulary rich opportunities for children to access and articulate their learning. We pride ourselves on setting high aspirations to challenge children and enable them to reach their potential. As an inclusive school, we provide children with an appropriately adapted curriculum to suit their specific needs and ensure they can access learning regardless of barriers. We focus on giving children the very best foundation in their educational journey by shaping children into well-rounded individuals that hold our school values at the core: resilience, self-awareness, growth mindset and behaviour that is conducive to learning.

Our curriculum design is set out clearly through our overall vision and this is also reflected within individual subject area schema. Senior and middle leaders have developed carefully considered progression mapping within their subject areas which provide a sequenced and coherent approach to the teaching of specific skills and knowledge. Subject leaders have closely monitored planning and it is evident that subject progression develops throughout the key stages. This evidence is supported through learning walks, lesson observations, pupil conferencing and book looks where it is clear that children receive a broad and balanced curriculum that reflects key priorities that are at the heart of teaching and learning: creativity, making memories, deepening children's knowledge, providing skills that can be transferrable and prepare our children for life in the 21st century. Across years groups, we have experienced teachers with skills and a sound subject knowledge to enable children to make progress in all areas of the curriculum. Staff meeting are meticulously planned to facilitate CPD and where appropriate we provide staff with training externally to support their ability to plan and deliver high-quality learning experiences for all children.

The enriched approach to learning we provide offers many opportunities to enhance cultural capital for children; this is through trips, residential, visitors, forest school and participating in local and national events. These experiences encourage oracy and build children's rich vocabulary which reflects our curriculum vision. We will further develop our offer through a '40 things at Ferndale' record that follows the children throughout their education with us. We have many occasions to celebrate children's achievements and encourage intrinsic motivation through in-class reward systems, our values & star of the week awards as well as our whole school reward system of 'Dojos'.

Assessment of the foundation subjects is an area that is undergoing development to ensure that learning is formatively assessed to act as a spring board for children to progress and that we build on their prior knowledge to appropriately challenge and support no matter what the child's starting point. Subject leaders are developing guidance and a framework through a series of 'I can' statements which support teachers to break down assessment opportunities into incremental steps and then sequence the unit of work according to need.

The achievements of all are celebrated and recognised. The newsletter celebrates and values achievements inside and outside of school. Proud moments are also shared weekly in our values assembly. The children all have a '40 things' floor book which travels with them through the school and underpins our experiences ensuring these are rich and varied during their school lives in Ferndale.

We have a robust monitoring cycle in place that ensures and enables all stakeholders to triangulate evidence which gives us an accurate insight into the teaching and learning taking place at Ferndale. We regularly scrutinise planning, complete learning walks, look at books, observe lessons, ensure that curriculum planned are being followed and delivered effectively building on prior knowledge and also conferencing of pupils. A carefully designed SDP ensures that CPD is integral part of the planning throughout the year and ensures a high quality subject knowledge to allow the best teaching and learning of pupils.

The classroom environment supports the acquisition of literacy and numeracy, with working walls, vocabulary displays, visual timetables and accessible resources ensuring we acknowledge achievements. The trips and visitors that are planned throughout each year group and the school provide an opportunity to further deepen, question and expand of vocabulary and language.

We provide many extra curricular clubs and strive to further develop this provision. Our extra curricular provision includes: gardening club, drama club, dance club, Mossy Badgers forest club and computing.

Disadvantaged children are encouraged to attend and support is in place to facilitate this.

An effective assessment schedule is in place which underpins practice including day to day questioning, assessment against learning objectives, standardised tests, SATs and effective feedback inline with our marking policy. The teachers consider progress against key performance indicators. We also complete pupil progress meetings to ensure all children are making progress and attainment.

The higher attaining children are also tracked and supported as required this is evident in planning that ensures challenge. Intervention groups run to challenge our more able learners and in year 6 the children are set in maths. Pupils who have EAL are assessed of their need and they have individual language plans that are new this year to ensure targets are clear. Pupils with SEND and are on the SEND register. Class teachers regularly monitor and review children with additional needs and are included in annual reviews and setting of EHCP targets. Children have individual learning plans that are shared with parents, children and all professionals working with them.

Data 22/23

KEY STAGE 2	Reading		Writing		Maths		GPS (Grammar, punctuation and spelling)		Combined (reading, writing and maths)	
	National average	Children at Ferndale	National average	Children at Ferndale	National average	Children at Ferndale	National average	Children at Ferndale	National average	Children at Ferndale
Children who attained Expected standard or higher	73%	87%	71%	76%	73%	85%	72%	82%	59%	74%
Children who attained Greater depth	29%	32%	13%	27%	24%	36%	-	45%	8%	18%

2022-23 Headlines – Children at Ferndale had higher attainment in all areas: reading, writing, maths, GPS, combined. At age expected level, children at Ferndale have significantly higher attainment in reading, maths, GPS and combined. At greater depth level, children at Ferndale have

significantly higher attainment than national in writing, maths and combined.

KEY STAGE 2	Year 4 Times table check	
	National average	Children at Ferndale
Percentage	-	90%

KEY STAGE 1 SATS	Reading		Writing		Maths	
	National average	Children at Ferndale	National average	Children at Ferndale	National average	Children at Ferndale
Children who attained Expected standard or higher	68%	80%	60%	70%	70%	73%
Children who attained Greater depth	19%	22%	8%	17%	16%	18%

Early years and phonics	FS Good level of development		Year 1 Phonics screener		Year 2 Phonics screener	
	National average	Children at Ferndale	National average	Children at Ferndale	National average	Children at Ferndale
Percentage	68%	<b>71%</b>	79%	<b>86%</b>	89%	<b>95%</b>

**BITE SIZED QUESTIONS**

**O G R I NG**

<b>Q1</b>	How well can the leadership team (including curriculum leaders) explain the rationale and design of the curriculum?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q2</b>	How deliberate has the curriculum design been?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Q3</b>	How clearly can the leadership team articulate the current priorities for the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Q4</b>	How well do the leadership understand the strengths and areas of development of the key stages and subjects within the school? Are there any groups of pupils who are less well served?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Q5</b>	What is the school's assessment of the breadth of the curriculum provided? Are sufficient opportunities for "Cultural Capital" provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Q6</b>	How confident are leaders that the intent of the curriculum is implemented and that learning is sequenced effectively over time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Q7</b>	How demanding is the "daily diet" of pupils' work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Q8</b>	How effectively do teachers use assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Q9</b>	How accurately do results reflect the quality of education provided by the school and the aims of the curriculum? Is there alignment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Q10</b>	How securely is essential knowledge of literacy and numeracy developed and reinforced across the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Q11</b>	How effectively does the school ensure all learners, particularly the disadvantaged, and the most able, make strong progress from their different starting points, including in English and Mathematics? How accurate is the tracking of these groups? What actions have been taken when targets have not been met?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

# Behaviour and Attitudes

## JUDGEMENT



### Attendance

At Ferndale, we strive for all children to be in school at all times.

	End of 2022/23	2023/24 Term 1	2023/24 Term 2	2023/24 Term 3	2023/24 Term 4	2023/24 Term 5	2023/24 Term 6
Whole School Attendance (Termly)	93.55%	95.4%	95.1%	93.34%			
Whole School Attendance (Cumulative)			95.3%	94.1%			
% Whole school authorised absence	5.15%	3.7%	3.9%	4.89%			
% Whole school unauthorised absence	1.32%	0.9%	1.0%	1.06%			
Number of children absence below 95% (irregular attendance)		29.73%	36.54%	32.05%			
Number of children absence below 90% (persistent absenteeism)		15.97%	18.27%	14.74%			
Number of children absence below 50% (severe absenteeism)		0.74%	0.74%	1.06%			
PPG attendance		94.67%	94.21%	92.7%			
PPG attendance Cumulative			94.44%	93.9%			

Number of children absence below 95% (irregular attendance)		17.36%	16.34%	38.9%				
Number of children absence below 90% (persistent absenteeism)		18.46%	14.86%	20.33%				
PPG unauthorised absence		1.87%	1.02%	1.22%				
Special Educational Needs and Disabilities attendance		Support 94%	EHCP 92.61%	Support 91.86%	EHCP 88.97%	91.5%	90.4%	
Special Educational Needs and Disabilities attendance Cumulative				92.34%		92.46%		
Number of children absence below 95% (irregular attendance)		20.66%	23.65%	49.35%				
Number of children absence below 90% (persistent absenteeism)		21.54%	28.38%	25.42%				
SEND unauthorised absence		4.54%	6.23%	2.73%	1.93%	1.18%	0%	

English as an Additional Language (EAL) attendance		94.87%	91.9%	91.8%			
English as an Additional Language (EAL) attendance Cumulative			93.1%	92.9%			
Number of children absence below 95% (irregular attendance)		32.8%	49.25%	35.38%			
Number of children absence below 90% (persistent absenteeism)		23.3%	25.63%	18.46%			
EAL unauthorised absence		1.30%	1.66%	1.42%			
LAC attendance		100%	100%	93.8%			
LAC attendance cumulative			100%	98%			
Unauthorised absence		0	0	0			
Young carers		93.33%	94.44%	89.98%			
Young carers – Cumulative			93.4%	92.6%			
Unauthorised absence		2.06%	1.96%	0.69%			

Number of children absence below 95% (irregular attendance)			44.44%				
Number of children absence below 90% (persistent absenteeism)			22.22%				

We have a strategic plan for attendance: we closely monitor and manage attendance on a regular basis: daily, weekly, termly and annually where appropriate. We work with families by building effective relationships, with positive incentives and gain their understanding with regard to the content of education their children are missing and the detrimental affect absence has. We challenge and support with late gates, phone calls, door knocks and pick ups. We also identify key families and work with these on individual targets and sometimes this forms part of an early help plan. We have our own EWO who we meet termly and they are effectively leading some parent check in sessions. Teachers discuss and share attendance and praise those who are on time with good attendance. We also have a consistent approach to holidays in term time and ensure meetings happen to discuss these along with following appropriate policy. We pride ourselves on going above and beyond to support our families and ensuring our children can attend school regardless of barriers that may occur.

**Behaviour policy**

We have developed a robust behaviour policy with all stakeholders ensuring this is tweaked and adjusted as and when needed and ratified with the governors. This behaviour policy is shared with all stakeholders and we regularly refer to this. The positive behaviour policy is embedded with making relationships with children and creating clear and consistent boundaries and expectations that are transparent. We use a dojo system and houses that encourage whole school teams and improve motivation. The children receive rewards for recognition of positive behaviours.

**Expectations and culture**

The culture of Ferndale is a happy, safe and secure school and we strive for every child to reach their full potential, with all stakeholders including governors subscribing to this common goal. Our culture is planned into assemblies, meetings, events and the daily school calendar where the values that we share and strive to achieve are at the heart of our ethos. Along with a suitcase of skills we want all children to work towards. The children discuss and share values and the skills they want to gain. Role models of the school are identified and these are promoted through kindness cafes, celebration assemblies and responsibility within the school such as prefects, playground buddies and school and eco councilors. We pride ourselves in being a talking and listening school for all staff, children, parents and community. We value parents and children's voice and annual questionnaires are completed, evaluated and shared. This also forms part of the mutual respect we promote.

**Child on child training**

All staff have received child on child training and this is updated through scenarios in meetings planned throughout the year. The understanding of child on child training is enabling staff to support children effectively and identify child on child abuse. Since introducing more frequent, structured training, cases of child on child incidents in our school have reduced and, where they do occur, are dealt with effectively and this has been evidenced from parents surveys and child voice. This forms a cohesive approach to our culture and ethos throughout our school and promotes a 'listening school' where adults prioritise and take the time to work through children's social experiences.

**Suspensions throughout school**

There has been a minimal amount of fixed term suspensions both recently and historically. We complete and adhere to all legal frameworks and suspensions are the last resort as we ensure we have created as much support and individualised plans to enable inclusion and the success of the child in our school. We also identify where there may be a need for a reduced

timetable to support the child in accessing mainstream education and providing the correct support for the child and their family.

Individualised de-escalation plans

Every child is treated as an individual within Ferndale and certain children require a TAC where we discuss the behaviour triggers and then a de-escalation plan identifying strengths and progress is created. These are reviewed and the child is part of this process. The Lighthouse team support in this process with observations and these are also discussed within supervision.

Expectations for all stakeholders creating a respectful talking school

All stakeholders including Governors have been an active part in creating a vision and culture for the school. We pride ourselves on being a 'Ferndale Family'. We all support each other and welcome others into our family. Within our Ferndale family, we include the community and parents/carers. We have an effective 'Friends of Ferndale' (PTA) voluntary group where community events are at the heart of their planning; these include events such as firework nights, summer fayres, Christmas carol nights. At our school, we pride ourselves in the diversity which goes hand in hand with the inclusivity our school provides.

We are on a journey to becoming a 'Trauma informed school' where staff have received comprehensive training: through approaches, strategies and resources to support children regardless of their lived experience. We identify mental health support where appropriate. We also receive expert provision through our 'Lighthouse' inclusion team.

As a school we have been identifying the need to train all stakeholders in trauma informed and provide whole school strategies and develop the understanding of ACES and trauma. Attachment play boxes have been developed and building relationships with the children has been a main focus. We also have another member of staff being trained to lead mental health throughout the school but the delivery and understanding of mental health has been strategically planned ensuring support is effective. We have an open door policy and staff, children and parents/carers are encouraged to talk and we will listen.

**BITE SIZED QUESTIONS**

**O G R I NG**

<b>B1</b>	How successfully has the school built a calm and orderly environment? Is there a consistent approach from all adults to behaviour?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>B2</b>	How effectively has the school promoted prompt and regular attendance?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>B3</b>	What judgement would the school give that pupils feel safe from bullying, peer-on-peer abuse and the misuse of technology?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>B4</b>	How effectively has the school used its powers to temporarily and permanently exclude pupils?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Personal Development

## JUDGEMENT



Proudly, Ferndale's curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. Pupils flourish at Ferndale in our inclusive and nurturing school.

Inclusive support is expectational and is embedded within our curriculum offer. Strengths of our inclusive practice include:

-ELSA lead and trained staff to deliver ELSA

- An inclusion worker who works with all staff and is an advocate for the children. She promotes and shares pupil voice. She also works alongside all staff to support in ensuring the best outcomes.

- A specialist SEN TA who works with the SENDCo and has developed an alternative lunchtime provision and runs groups that include time to talk, life skills and also she leads our young carers.

- A lighthouse team that include FSW, EWO, Ed Psych and inclusion workers delivering parenting, de-escalation plans to name but a few. These are our SEMH experts within our trust. They also can deliver therapeutic therapies such as drawing and talking and play therapy.

- We have a therapy dog who works with small groups and this will extend to reach more children throughout the year.

- We have a mental health lead within the school who supports children, families and staff and has regular drop ins.

-A member of SLT is booked on the SMH lead training.

We ensure children within Ferndale become responsible and respectable citizens taking on roles within the school such as a school councilor, eco councilor, playground buddies and prefects.

SMSC is at the heart of everything we do and a secure safeguarding culture and curriculum has been identified with audits last year. British values, cultural capital, protected characteristics and our values curriculum is paramount and this can be evidenced in class discussions, assemblies, debates and in displays around the school.

With over a third of our children not white British it is important for us to work hard to enhance pupils' spiritual, moral, social and cultural development is of a high quality. We promote inclusivity and equality throughout every aspect of our school and diversity is celebrated. This can be evidence through PSHE lessons, pupil voice. We embed a 'listening' culture among staff where children can share their feelings and feel heard; we support children and follow up appropriately. Children at Ferndale understand that they are unique and respect others.

Behaviour across the school is good and we have invested training for all stakeholders to ensure a consistent vision, policy and approach. We are a talking school and plan to invest more CPD this year to enable all stakeholders. We have a clear set of school rules and these are then adapted into the classroom. We have a positive approach to behaviour and adapt where needed. We have a school dojo system that celebrates positivity.

Pupils can explain how they keep themselves safe and a robust SRE curriculum is embedded and shared with parents too. We ensure that the children are supported to safeguard themselves and understand about healthy relationships and staying safe. Children can share how to stay safe online and whilst using technology, they also know that staff will support. We are working towards the healthy schools award this year.

The sports premium budget has been used to support children to remain healthy whilst accessing specialist sports coaching, a range of after school clubs and targeted lunchtime sports. We have also ensure that they have the opportunity to access a wide range of differing sports for all.

Children at our school know that we are a talking school and we will listen support and act where necessary. The majority of our children feels safe at our school and that incidents are minimal and this was evidenced through pupil conferencing for all ages.

We have a rigorous program of PSHE and this is taught weekly in discreet lessons by the teacher. In addition to this we plan and deliver PSHE lesson in response to any issues that arise within the pupil community inside and outside of school. We are developing as part of the trust a bespoke safeguarding curriculum this year.

At Ferndale we go above and beyond to ensure all children develop an extensive range of skills and personal development, ensuring a wide range of real life experiences. With this we develop a secure cultural capital and ensure all children access this. This supports our golden threads of our curriculum, culture and ethos of our school.

Some opportunities include:

Celebrating cultural events within the community

Visiting places of worship

Watching a pantomime

Visiting the beach

Performing to others

Visiting care homes

As a school we have identified a need to continue with online safety and ensure this is embedded within the curriculum and that children can identify risks and report where needed.

Children at Ferndale grow and flourish and leave the school with skills that have been developed, mastered and challenged throughout the robust PSHE, RSE, safeguarding and SMSC curriculums.

QAR- Blue Kite Trust February 2024 stated:

'Safeguarding is an integral part of the school and everyday life. It is woven into everything and as a result of this, Ferndale School is a happy and safe place for children to be.

Children benefit from following a safeguarding curriculum. The Safeguarding curriculum is evident throughout the school. It is also very evident that things that have happened at a Trust wide level have been taken on board and the information and learning have been put into practice in the school.

The school has high expectations of children's behaviour within and outside of school. There are strong systems in place which allow the school to adapt to different pupils with different needs. There are whole school initiatives to reinforce positive behaviour and ensure children feel safe and happy in school.

Children enjoy school because of teachers and they like playing with their friends. Children feel very safe at Ferndale and one pointed out the Blue Kite safeguarding logo. Children do not think bullying is a problem at Ferndale but are aware of procedures in place if they were targeted.'

**BITE SIZED QUESTIONS**

**O G R I NG**

<b>P1</b>	How robust is the evidence that the promotion of pupils' spiritual, moral, social and cultural development is effective?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>P2</b>	What judgement would the school give that learners are able to recognise and mitigate risks from all forms of bullying, radicalisation and the misuse of technology?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>P3</b>	How robust is the evidence that priority is given to learners' physical and emotional well-being, including healthy eating, fitness and mental health awareness?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**P4** How successfully does the school create opportunities for pupils to develop character?



**P5** How successful is the provision of impartial careers advice or direction in enabling pupils to be ready for their next phase of life?



**P6** How rich is the range of personal development experiences that the school provides for pupils? What is the quality of these experiences?



# Leadership and Management

## JUDGEMENT



Within Ferndale leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

Those responsible for governance understand their role and being supported so that they can carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils. Ferndale has escalated when needed to the appropriate professionals. This is evident in Ferndale's most recent safeguarding audit.

<b>Section 157/175 audit – November 2023</b>		
<b>Action</b>	<b>Deadline for Completion</b>	<b>Progress Towards Action</b>
No actions at this time. Audit will be completed in term 2 with BN/HWK/LV/CR.	Dec 23	
<b>Sarah Turner Audit – July 2023</b>		
<b>Action</b>	<b>Deadline for Completion</b>	<b>Progress Towards Action</b>
<p>1.1 Build in regular knowledge checks to ensure staff have thoroughly read content of key safeguarding documents and policies.</p> <p>1.2 Continue to develop the use of the annual planner to allow focus time on each of the key safeguarding documents.</p> <p>2.1 Continue to develop the governors' understanding of their shared safeguarding responsibilities. Highlight the importance of the annual governor training and survey.</p> <p>2.2 Re-visit members of the safeguarding team at next opportunity and ensure everyone can name the Deputy DSL.</p> <p>2.3 Produce a Prevent risk assessment for the school.</p> <p>2.4 BN and LV to complete new Home Office modules for Prevent.</p>	Ongoing and planned on planner	<p>Planner has been created and this planned and scenarios used form website.</p> <p>Safeguarding updates also in bulletin notes.</p>

	End of Sept 2023	Planned and set up
	November 2023	Training attended
	September 2023	Training specific and posters explicit and this is revisited regularly.
	October 2023	Completed
	November 2023	Completed and also CR has completed these modules.
4.1 Include greater focus on child on child abuse at next review of the school's behaviour policy.	October 2023	Completed and needing to be ratified.
5.1 re-visit safeguarding policy and procedures related to low level concerns and allegations.	Ongoing	In planner
6.1 Ensure the school has evidence of assurances in place for both recruitment and safeguarding policy and procedures. 8.1 Ensure that quality assurance checks of lettings includes a check to ensure safeguarding policies are fit for purpose.	October 2023	Letters of assurance and child protection policies for lettings received.

The SLT leadership team has been extended this year and the new roles establish inline with some key priorities: assessment, curriculum and Early Years. Through clear strategic planning, senior leaders ensure our school development plan actions are implemented and all staff are working together to achieve outcomes. The SDP has been shared with all staff appraisal targets link back to the SDP where appropriate. In addition, acting on feedback from our Blue Kite Trust's QAR visit, SLT have implemented a detailed monitoring cycle, to ensure high standards of teaching and learning, the impact is beginning to be measured.

Middle leaders have clear actions linked to the school development plan and follow the monitoring cycle to ensure the best outcome for pupils in their subject. Focuses this year include middle leaders supporting teachers to make adaptations in foundation subjects so that all pupils to make progress and ensuring clear assessment procedures are in place. Middle leaders develop their subject knowledge and expertise through attending Blue Kite Trust BRICKS meetings, making links with other co-ordinators in the trust. Curriculum teams are set up across the school to provide opportunities for middle leaders to work together and share expertise.

CPD is valued and both teachers and teaching assistants attended relevant training, both in-house and externally. In-house staff training links directly to the key priorities such as writing and oracy and coverage for staff meetings has been mapped out across the year with opportunities to build on and embed learning.

External training provided this year has included trauma informed training for all staff. Two members of staff are ELSA trained and attend regular supervision. Two teaching assistants are currently attending MELSA training, two teachers are currently attending the Blue Kite Trust 'Inspiring Teachers' courses. A member of SLT is going to be trained for a new role of Senior Mental Health Lead. Middle leaders new to their role have attended co-ordinator training and new to DSL training has been completed for one member of staff. Four teachers are currently completing NPQ's in early years, behaviour, leadership and English. All staff complete appropriate safeguarding training for their roles and responsibilities including office staff, kitchen staff and site manager. Opportunities are provided through teacher and teaching assistant meetings for training and good practise to be shared. All new staff receive an induction upon starting at Ferndale as well as relevant basic training based on the position in which they will be working.

Our two ECTs each have an allocated mentor and are completing the Ambition training programme for the Early Careers framework. Both mentors, ECTs and Induction Tutor attend training from Ambition and are given the time needed to complete their roles. Regular assessments and reviews are completed by the Induction Tutor and appropriate next steps taken to ensure the ECTs progress appropriately.

Staff well-being is paramount and strategies are put in place to support staff including a well-being and mental health co-ordinator, access to support through the Blue Kite Trust (SAS), joint PPA time and a communication box for staff to raise issues anonymously.

The February QAR feedback stated -

*'Leaders communicate the school vision and ethos with clarity and there is a real sense of inclusivity and determination that children thrive at Ferndale.'*

*'Leaders are able to strongly articulate the strengths of school. There is a real sense of leadership and a "team" who works together well. Systems and messages are strong and effective and there is consistency in the narrative of the school from senior leaders through to subject leaders and practice in classrooms.'*

*'Leaders know the school, the children and the families really well. The vision and the ethos are about being an inclusive school and was threaded through everything today.'*

*'Leaders have a strong commitment to staff professional development including through a programme of mentorship. It is evident that CPD is tailored to the needs of both individual staff members and to school development priorities. At all levels, staff benefit from this.'*

**BITE SIZED QUESTIONS**

**O G R I NG**

L1	What is the effectiveness of safeguarding in protecting children, including the way in which the school identifies children at risk and secures the support that they need? How would you evidence this?	
L2	How effective are the school's self-evaluation systems? Do all leaders, including governors/trustees fully understand the school's strengths and weaknesses? Does this information drive improvement?	

L3	How clear and ambitious is the school's vision? Is this shared and "lived" across the school?	
L4	How effective is the school's engagement with stakeholders and action upon their views? How can the positive impact of this be evidenced?	
L5	How effectively do governors/trustees hold senior leadership to account for their stewardship of the school, including the management of resources? What evidence supports this?	
L6	Where responsibility for governance is shared across a range of parties (trustees, local governing body, MAT, etc.) - how clear are the lines of accountability? How are these functions monitored?	
L7	How informed are leaders of the issues facing staff at all levels of the school, and how responsive are they to these issues?	
L8	How confident are leaders that the courses and opportunities available place children's best interests at heart? Are leaders able to evidence that there is no "off-rolling" ?	
L9	How effective is the identification and provision of teachers' professional development?	
L10	How familiar are leaders/governors/trustees with the statutory duties of the school (e.g. the Equalities Act, 2010 and "Prevent"?) How could they evidence compliance in policy and practice?	

# Early Years

## JUDGEMENT



At Ferndale, our EYFS 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 and this is supported by a well-resourced and highly stimulating environment. This has resulted in pupils who quickly develop learning approaches which are collaborative and sustain high levels of concentration and engagement. Due to the low starting points in this area for many of our pupils, we pay particular attention to the development of language and oracy through a language rich provision and role play activities. Lockdown has affected the younger children and their starting points are lower than normally expected. Staff have had to work hard to provide a range of opportunities to support the children and their low prime areas start points, so they can play co-operately together, follow rules, listen and share their wants and needs in an appropriate way.

## Implementation

- Children benefit from meaningful learning across the curriculum. Staff adapt the curriculum to the needs of the children.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are strong in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into other contexts.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

## Impact

- Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially Year 1 in school. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well. This is particularly evident with those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, engagement, concentration and enjoyment. Even with the children most affected by the pandemic, they are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong, this began as a weak area for the children after the recent pandemic

**BITE SIZED QUESTIONS****O G RI I NG**

<b>E1</b>	How well are children in the EYFS safeguarded and how does this contribute to their developing understanding and ability to manage risks and keep themselves safe?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E2</b>	How effective is leadership?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E3</b>	How well have leaders and teachers developed a curriculum that is used to plan appropriate, stimulating learning opportunities, enabling children to make good progress and achieve well?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E4</b>	Does planning ensure that each child is offered an enjoyable and challenging experience across all areas of learning and development, in a broad and balanced way?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E5</b>	How well do teachers develop, consolidate and deepen the knowledge, skills and understanding of the children?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E6</b>	How is assessment used to plan appropriate teaching and learning strategies, enabling children to make good progress and achieve well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E7</b>	How well are Fundamental British Values implemented? How well do children behave, cooperate and share with each other, respect each other's differences and build their understanding of different families and communities beyond their personal experiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E8</b>	Does teaching enable children to develop the characteristics of effective learning so that they develop good attitudes and behaviours appropriate to good learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E9</b>	What is children's level of progress in the Early Years Foundation Stage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E10</b>	How does the FS Profile compare with other similar schools and local/national expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E11</b>	What do teachers do to promote emerging and confident readers and to develop a love of reading in children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E12</b>	What do teachers do to build a strong base of mathematical competence in children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E13</b>	How well does the school support children with SEND and those who speak English as an additional language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E14</b>	How well is additional funding (e.g. Early Years Pupil Premium) used to support learning and what impact has there been?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E15</b>	What is the impact of training and development on outcomes for children, particularly those who are in receipt of additional funding, such as Early Years Pupil Premium?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E16</b>	How well are children encouraged to make smooth transitions into school and to the next steps in their learning, so that they build strong relationships and become confident, resilient individuals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



# Overall

## JUDGEMENT



Our vision statement is for all children to be happy, safe and secure and that they will reach their full potential. This has been created by all stakeholders and underpins our culture and ethos throughout our Ferndale family. We aim for all children to leave Ferndale with a suitcase of skills that they can use in the next stages of their lives and learning.

We work in partnership with the Blue Kite Academy Trust, Governors and the senior leadership team. We are all committed to provide a support package for all staff which includes access to counselling, mindfulness, menopause support, physiotherapy and stress management. We strive in our planning to aid and support a healthy work/life balance.

Leaders work with all staff to ensure that all children are treated as individuals and a seamless inclusive approach is key. We analyse individual children's needs and ensure that provision is adjusted to accommodate this.

*We forge productive relationships with parents and carers, recognising that these are essential in supporting pupils to succeed.*

*Our recent QAR with Blue Kite trust- February 2024 stated:*

'Ferndale is in a strong place and, whilst there will always be things to develop, senior leaders have the skills and support required to enable this journey to continue.

Leaders communicate the school vision and ethos with clarity and there is a real sense of inclusivity and determination that children thrive at Ferndale.

Leaders are able to strongly articulate the strengths of school. There is a real sense of leadership and a "team" who works together well. Systems and messages are strong and effective and there is consistency in the narrative of the school from senior leaders through to subject leaders and practice in classrooms.

Leaders know the school, the children and the families really well. The vision and the ethos are about being an inclusive school and was threaded through everything today.'