



Riccall Community Primary School – Self Evaluation Form – November 2021

We believe that Riccall Community Primary School is a good school, that is on the brink of outstanding.

We have set ourselves the target of being an excellent school, and we are well on the way to achieving that target.

Our curriculum is broad and balanced, honed by the work of our dedicated staff to produce strong national results. It is tailored for our pupils, who mainly come from Riccall and bring with them, on average, skills expected for their age. The children go extremely well-prepared to their secondary school, for the next stage of their education.

We cannot wait to show you the amazing way that our pupils respond to a combination of structured learning and good delivery, both in the classroom and around school. All members of our learning community live our values, the Riccall PETS, and it's true to say that our school is built upon perseverance, enthusiasm, teamwork and success.

Progress since the last inspection:

- FFT20 targets have been introduced across the school to raise expectations for all children.
- 2019 KS1 assessment showed that attainment was well above national for EXS+, in reading, writing and maths. GDS was also well above our FFT20 targets for reading and maths. The boys exceeded their FFT20 GDS targets in reading and maths and only one of our dis-advantaged children failed to achieve their FFT20 target in reading, writing and maths.
- 2019 KS2 data showed that pupils' attainment at GDS was in line with national for reading, GPS and writing, though below their FFT20 targets. In maths, the children exceeded national and their FFT20 targets. However, excluding mobile children, the cohort achieved their FFT20 target in reading and writing for EXS+ and matched it for reading at GDS.
- More rigour has been introduced into the EYFS environment, promoting writing through all provision. The 2019 EYFS data shows that, despite having an NQT teaching the class, writing outcomes were in line with national data. We anticipated that this would have improved in 2020.
- In September 2021, the school won the prestigious National Governors' Association award for outstanding vision and strategy, recognising the hard work that the school community has put in to create a clearly defined vision for the school and 'direction of travel.'

Context:

Riccall Community Primary School is a semi-rural primary school, located in an ex-mining, commuter village between York and Selby in North Yorkshire. It is slightly smaller than national average (223 on roll, including nursery). The office for National Statistics, together with Ofsted's IDSR, describe the school's catchment as follows:

- The school location deprivation indicator was in quintile 3 (average) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.



- 7% of children are eligible for free school meals (FSM), compared with 16% for state-funded primary schools nationally. 13% attract pupil premium funding, including 3 pupils in receipt of pupil premium for LAC/adopted from care. This compares with 23% nationally in January 2019.
- 9% of children have special educational needs and disability (SEND), compared with 14% for state-funded primary schools nationally. This includes 7 children with education and health care plans (EHCPs). This is 3.1% of our school population which is in line with the national average (3.1%), but above the North Yorkshire average (2.5%).
- In addition, 95% of children have a white British background and 2 children have English as an additional language (1%), compared with 21% for state-funded primary schools nationally.

Significant changes and factors since our last inspection (Jan. 2018)

- In September 2020, the school opened its first ever nursery class, based in a building on the school site that was previously used by an external nursery provider. Many of the previous nursery staff have joined the school and continue to work in the nursery. We have two-part time NQTs leading the class.
- The Chair of Governors has been part of the board since 2016 and has served as Chair since September 2018. The governors are highly active and have a good knowledge of the school, which allows them to challenge the Headteacher and senior leadership team effectively.
- Our Special educational Needs Co-ordinator (SENCo) is new to the role in January 2020. She is an excellent teacher and has a proven track record of effective leadership in her time as maths leader.
- There has not been significant turnover in staff since the previous inspection; two NQTs joined the staff in the autumn term 2018, but many of our teachers and TAs have remained in post and allowed us to build upon their growing skills and expertise.
- We work within a cluster of schools to share training and collaborate on key priorities and share skills. The school is also a member of the Selby Learning Alliance and staff regularly attend networking meetings and engage in school-to-school support.

The main strengths of our school are:

- First and foremost, our children! They love being in school, want to learn and can't wait to share their pride in our school with you.
- Keeping the children safe is our number one priority. Every adult understands their role in keeping every child safe, every day. Children and parents tell us that they feel safe in school and know they can talk to us if they're worried about anything. We have strong relationships with local agencies so that we can all work together to support our vulnerable families.
- We have a highly effective SLT and governing body. Responsibilities are clearly defined, but we always work as a team. This allows us to rigorously monitor teaching, learning, assessment and evaluation procedures – and we have a fair and robust performance management system for both teachers and TAs.



- The governing body won the National Governors' Association award for outstanding vision and strategy in 2021.
- Maths is a strength of the school curriculum. In 2019, the KS2 outcomes matched the performance of the top 20% of schools in the country (FFT20) for EXS+ and KS1 GDS maths was almost three times higher than their FFT20 target (25% vs 9%).
- Phonics and early reading is another strength of the school curriculum. In 2019, 100% of children in Year 1 passed the screening, meaning that we were in the top 2% of schools in the country.
- The effectiveness of our curriculum is shown in our consistently improving outcomes, in all key stages. The curriculum evidently reflects the requirements of the new inspection framework (EIF), being clearly structured and knowledge-rich. It engages pupils in all classes daily. It builds step-by-step from Early Years to Year 6, enriching pupils' experiences and enhancing their cultural capital, providing them with the knowledge to tackle secondary school and wider life with confidence. Feedback from their secondary school is very positive. the curriculum is further enhanced by additional provision, such as our partnership with York St. John University, to provide high quality musical instrument teaching to all children in Key Stage 2 free of charge, and our '50 things to do at Riccall before you leave Year 6' which ensures that real-world childhood experiences, such as tree climbing, are mapped onto and included in the curriculum planning.
- The well-being of our staff is reflected in their desire to stay at the school. Retention is not an issue. An strong continuing professional development (CPD) programme helps greatly in this and we treat each staff member as an individual, tailoring CPD experiences to suit individual needs. Our school's positive ethos is a big factor in staff staying.
- We value parental involvement, and most of our parents support the school; in a parent survey in November 2021, over 95% (58% response rate) either strongly agreed or agreed that their child was happy at school, felt safe at school, makes good progress at school and was taught well. We do a great deal to support our pupils' families throughout the year. If anything, this bond with parents was enhanced during the Coronavirus crisis, when we prioritised both pupils' and staff's wellbeing. We kept child protection paramount, and our vulnerable children were either in school or contacted 3 times a week. We worked closely with the local COVID19 relief committee and the local foodbank to provide funding to support our vulnerable families during the crisis, providing food and funds for clothing and Christmas presents. We always do such things to support the children and families of Riccall; we do similar things throughout the year, every year.

Quality of education

School's judgement: 2

We have a dynamic teaching team at Riccall CP School, who are successfully motivating our pupils to do their very best on a daily basis. We have embedded the concept of a growth mindset into our school culture and all children understand the importance of the Riccall PETS in their learning. This is reinforced through staff's language, the structure of the lessons and the feedback the children receive.

Our staff understand that our children do not come from a huge variety of ethnicities and backgrounds. Therefore, our curriculum needs to embrace varying viewpoints and beliefs, encourage debate and discussion, be based on the global dimension, give children a good



basic skill set and equip them for life and learning beyond Riccall Community Primary School.

Intent:

The curriculum has been carefully scrutinised and developed over several years. It is ambitious and wide-ranging, to ensure that it meets the needs of all our pupils, regardless of their levels of attainment. We have designed the curriculum to give all of our pupils, the knowledge, skills and cultural capital they will need in order to succeed at secondary school and in future life. Our curriculum, and our learning environment, have a focus on promoting the children's acquisition of knowledge and applying this knowledge across a range of scenarios.

Each year's curriculum builds upon the previous year's learning and thanks to our use of knowledge organisers, pupils are clear as to where their learning is heading. Our Deputy Head, who leads on our curriculum, is tasked with auditing this, but all staff and leaders are very aware and contribute to curriculum development. All subject leaders have weekly release time to monitor their subject and ensure that there is consistency and progression across all year groups in school. We follow the basic National Curriculum, but adapt and augment it to meet the particular needs, interests and gaps in knowledge that our pupils bring with them.

Our curriculum is ambitious because we want the very best for our children. Reading, especially, is a priority because of lower than hoped for levels when children join the school in Reception. Our success in early reading means that all children can access the whole curriculum, in Riccall and in secondary school.

We have ensured that our curriculum plan gives pupils a range of memorable, real-life, hands-on experiences, such as trips, residential and visitors into school.

Our curriculum supports our SEND pupils increasingly well, evidenced by their increasingly rapid progress. We encourage independence in our pupils and target support carefully to ensure that those with additional needs do not miss out.

Implementation:

Teachers present aspects of each subject in an accurate, clear and precise manner. They adapt our teaching and learning policy to suit the needs of the learners in their class. However, the following principles are expected to be evident in every lesson:

- Challenge: so that teachers and learners have exceptionally high expectations of what all young people can achieve.
- Instruction: so that pupils acquire and learn new knowledge and skills.
- Modelling: so that pupils are shown how to apply their new knowledge and skills.
- Practice: so that pupils are given ample opportunity to practise their new learning.
- Questioning: so that through scaffolding, pupils are made to think hard about their learning in a variety of challenging contexts.
- Feedback: So that through scaffolding, pupils are given opportunities to think about, deepen and improve further their knowledge and skills.

Ongoing CPD enables this to happen. Subject leaders carry out weekly monitoring of their subject areas and are therefore able to evaluate how education flows from intention to



implementation to impact throughout the school, and we can adjust the systems as needed. On-going lesson drop-ins take place regularly to ensure that quality-first teaching is evident in all sessions.

Within each theme, children are encouraged to follow their own interests. Discussion is promoted at appropriate times (often) and pupils' understanding is checked systematically. If misconceptions arise, they are dealt with effectively, as teachers and support staff can adapt, within a lesson, to respond to the needs of the children.

Lesson drop-ins and 'teaching over time' have shown improvements, especially in the use of questioning to deepen pupils' learning. Open questions are used more regularly to elicit information from pupils, to show that they truly understand a concept and to encourage them to articulate their thinking. The quality of marking and feedback and its impact on learning is effective overall and is consistent throughout the school. This has led to pupils having a deep understanding of how to improve their work, because of written and oral feedback. Consequently, pupils who are falling behind in their learning are swiftly identified and well supported to get back on track. Robust monitoring ensures that all staff are giving children time to respond to feedback and this in turn is checked for accuracy.

Outcomes of lesson observations, monitoring of the quality of the learning environment, pupil interviews and book scrutinies are collated at the end of each year to produce a more accurate judgement of teaching and learning overall, but monitoring happens on a regular basis by SLT and subject leaders.

The embedding of all these aspects is reflected in the increase in the quality of teaching across school. the quality of our teaching is good, as evidenced by our pupils' strong academic outcomes.

Subject implementation:

Teaching a child to read is vital. We use a range of reading strategies, in addition to phonics, such as teaching high frequency words through sight recognition, discussion through picture books and toe-by-toe interventions. The teaching of phonics is a strength of the school. there is a consistent approach from nursery to Year 2 which allows the children to build upon their learning each year. Each child in EYFS and Year 1 has a daily phonics lesson, following the teaching sequence of revisit/review – teach – practise – apply. In Year 2, children access a balance of both phonic and spelling lessons, based on their individual needs and attainment. Staff working in these year groups are knowledgeable about phonics and we have a phonics expert on staff, who delivers phonics interventions for any children (including in KS2).

Daily reading sessions have improved word recognition and comprehension skills. We continue to ensure that reading materials are closely matched to pupils' phonic knowledge and reading attainment throughout the school. We have introduced our list of '100 books to read before you leave Year 6', with recommended books for every age groups from EYFS to Year 6. We also have a 'resident author', who regularly works with the children. Through such initiatives we are developing our children's love of reading and books.

We start every day with either Early Bird maths or Early Bird spelling. For 15 minutes at the start of the day, we focus on maths or spelling activities to reinforce the knowledge and skills which have been previously taught. We believe that this plays an important role in the children becoming fluent in the fundamentals of maths and spelling and develops the



children's ability to recall and apply knowledge rapidly and accurately. 15 minutes a day, for 5 days a week, 39 weeks a year equates to almost 49 hours of extra maths and spelling done outside of English and maths lessons.

Our maths curriculum is mapped by the White Rose Maths scheme; this means that coverage and progression is assured. For writing, we have created our own 'approach to writing' which structures the teaching of writing in every year group from Year 2 to Year 6 (Year 1 and EYFS use a simplified version of this to develop their basic writing skills and their passion for writing). To augment our pupils' cultural capital, we expose children to a range of classic and contemporary poetry, which they regularly perform in front of the rest of the school and can use the poems to inspire their own writing.

We follow the national curriculum for science, ensuring that all pupils develop their scientific knowledge and conceptual understanding. Science is hands-on where possible; pupils are given the opportunities to experience and explore science in the real world. Our science lead is a former clinical scientist in genetics and her passion for science has spread throughout school.

All our curriculum provision can be found in our Curriculum overview document, which accompanies this SEF. There you can find information about our wider curriculum provision, our link with a school in Nepal, our charity work and our enrichment activities.

We are proud of our curriculum offer and the progress it has made in a relatively short time. The children are thriving on the challenge, engagement and experiences that are at the very heart of it.

Assessment:

Assessment is used effectively to identify current learning and subsequent 'next steps', which are discussed in pupil progress meetings. We have three data collection points a year, where we specifically monitor the progress and performance of all children, paying particular attention to our vulnerable groups.

Impact

Riccall Community Primary School has trialled its own tracking system over the last 4 years, which has since been adopted by local cluster schools. Our use of FFT20 targets demonstrates that we are pitching our curriculum, learning and attainment well-above national expectations and highlights the aspirational expectations of our curriculum and our school.

KS2 results 2019

Subject	% with scaled score of 100+	Teacher assessment % working at EXS+	% FFT20 target for EXS +*	Difference	2019 national data	Average scaled score	National average scaled score
Reading	79		86	-7	73	105	104
GPS	82		89	-7	78	106	106
Maths	89		89	=	79	107	105
Writing		79	86	-7	78		
Science		89			82		



R, W, M combined	75		85	-10	65	
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Subject	% with scaled score of 110+ (GDS)	Teacher assessment	% FFT20 target for GDS*	Difference	2018 national data	Average scaled score	National average scaled score
Reading	29		35	-6	28		
GPS	32		46	-14	34		
Maths	39		35	+4	24		
Writing		19	31	-12	20		

R, W, M combined	11		23	-12	10	
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Progress scores (confidence intervals in brackets)	2019	2018	2017	2016
Reading	0.3 (-2.0 to 2.6)	-2.9 (-5.3 to -0.5)	1.4 (-0.9 to 3.7)	-0.26 (-2.6 to 2.0)
Writing	-0.3 (-2.4 to 1.9)	0.2 (-2.1 to 2.5)	-1.8 (-4.0 to 0.4)	-3.05 (-5.3 to -0.7)
Maths	2.5 (0.4 to 4.5)	-2.9 (-5.1 to -0.7)	-0.9 (-3.0 to 1.2)	-2.22 (-4.2 to -0.3)

Attainment at KS2 is broadly in line with national, but the KS2 progress score for maths was significantly above national and in line with the cohort's FFT20 targets. Progress in writing shows a steady and sustained improvement and the 7% difference between the actual results and the FFT20 targets in reading, GPS and writing represents just two pupils.

Attainment at GDS is broadly in line with national, but below the FFT20 targets (apart from maths). This data is significant improvement on the 2018 data and shows the impact of the increased rigour and challenge that has been built into the KS2 curriculum.

KS1 results 2019

Subject	% EXS+	% FFT20 target for EXS+	Difference	2019 national data	% working below EXS	% working towards EXS	% EXS	% working at GDS*	% FFT20 target for GDS
Reading	83	91	-8	75	0	17	46	38 (26)	17
Writing	79	87	-8	69	0	21	75	4 (16)	9
Maths	83	91	-8	76	0	17	58	25 (22)	9
Science	92			82		8	92		

The KS1 data shows good levels of attainment and is above national across the board. The difference of 8% from the FFT20 target represents two pupils. The FFT20 targets were exceeded for GDS in reading and maths, which shows the challenging nature of the curriculum and the high expectations that are in place. Although the proportion of children working at GDS in writing is significantly below the national average, it is just 5% (one child) off the FFT20 target. The EXS+ figure of 79% is a 10% increase on 2018 data and shows the progress that has been made in the writing curriculum.

Year 1 phonics screening

In 2019, 100% of Year 1 met the expected level, which put us in the top 2% of schools in the country. The 3 children in Year 2 who had not met the start in 2018 also passed. This is



testament to the high quality, consistent phonics teaching which is in place. Early reading is a strength of the school and gives the children the best possible start to their education.

Early Years

Reception Profile

Good Level of Development

2019	Riccall	National
	71%	72%

In 2019, the children exceeded national average for expected in every one of the 17 areas apart from reading, by up to 17%. The reading data was 2.8% below national and this was due to the specific needs of several boys in that cohort and the lack of a structured approach to phonics teaching in the one of the feeder nursery providers. This provider has since gone out of business and we opened our own nursery class in September 2020 to address this issue and meet the needs of the community.

Parents agree with our judgement of the school's curriculum, with 97.9% strongly agreeing or agreeing that their child is making good progress at school in a December 2020 parent survey. In addition, 97.9% also strongly agree or agree that their child is well taught at school.

Next steps:

In order to continue our progress towards outstanding, we are working on the following areas:

To accelerate progress for all learners in maths, so that each cohort achieves its target by the end of the year.

To accelerate progress for all learners in writing, so that each cohort achieves its target by the end of the year.

To review the teaching of reading of school, so that each cohort achieves its target by the end of the year.

Behaviour and attitudes

School's judgement: 1

Riccall Community Primary School is an orderly, friendly environment full of excited, happy and confident children.

Our pupils' behaviour and the attitudes they display are extremely constructive. Pupils enjoy positive relationships, both with each other and the staff. They receive love, care and support and respond in kind, with enthusiasm for their learning and school life in general. As a result, they attend well and are eager for their lessons. Since September 2015, there have been no exclusions, fixed term or permanent. Our curriculum engages the children in their learning, and they respond well to our behaviour policy. This results in a low number of disruptive incidents and has been a key factor in improving the learning in lessons.



Evaluation

This school is very welcoming and friendly. There is a sense of community in school, as children and adults care about and look out for each other. Children contribute to the school in many ways through clubs, performances, sporting activities, School Council, assemblies, charity events etc. Pupils are extremely proud of the school and its achievements. They have outstanding attitudes to learning and recognise that they must be challenged and make mistakes to learn. Positive behaviours are encouraged and expected beyond the classroom, in after-school clubs, trips, residential trips and music and sports events.

Pupils demonstrate courtesy and respect for one another and try to ensure that every member of the school community is considered. Older pupils act as positive role models for their younger peers and mutual respect is highly evident. Pupils are extremely respectful; they hold doors open for adults and greet visitors warmly. Where diversity is celebrated, children are curious to find out about how others live and what they believe in or celebrate. Relationships are positive because there is an atmosphere of mutual respect and tolerance, which is modelled and upheld by staff. Pupils support and encourage each other within school activities when children share their written work with the class, when they bring in outside-school achievements and in musical and sporting activity.

Pupils respond well to staff and generally behave very well in lessons; they try hard and join in with discussions and activities. Their attitudes are highly positive; they are happy learners, which you will see in every classroom, and they take pride in their work and their achievements. Pupils value support from their peers and this enables them to take greater responsibility for their own learning and prevents learning time being wasted in lessons; there is no need for them to sit and wait for an adult to help them.

On the playground, pupils play well with each other and appreciate the wide range of play equipment provided for them. Conflict is often discussed between the children before adult intervention is needed. Upper KS2 children volunteer for a variety of roles across school, supporting younger children and acting as positive role models for others. The vast majority of pupils, parents, visitors, supply teachers, members of the public, governors and leaders think that behaviour is outstanding. In the parent survey (held each autumn), the overwhelming majority of parents believe that the school ensures the children are well behaved; this has been the case for the last 5 years. In November 2021, 93% agreed or strongly agreed that the school makes sure that the pupils are well behaved. The remaining 7% of respondents 'didn't know'; no parents disagreed with this statement. Behaviour incidents are monitored by the SLT and reported termly to governors. Parents are informed immediately of poor incidents of behaviour via the text message service, enabling parents to engage in a discussion with their child at the end of the school day.

Attendance is above average, and the school is prompt in checking on the reasons for any absences. Pupils are encouraged to attend regularly and on time. The 'class points' reward system encourages this, and parents are involved quickly if attendance figures fall below 90%.

The culture of the school is very strong. Adult-to-adult, adult-to-child and child-to-child relationships all provide evidence of a positive and respectful culture. The children know they are cared for; this is reflected in their desire to learn and in the support, they give to each other. Should bullying or discrimination arise, the school has an effective system in place to deal with either. School logs show that such incidents are incredibly rare.



Next steps:

In order to continue our development in this area, we are working on the following areas:

To promote mental health and wellbeing amongst the children.

To promote greater health and wellbeing amongst the staff team.

Personal development

School's judgement: 2

We take huge pride in ensuring that our children's personal development and over-all wellbeing is at the core of what happens at Riccall CP School. Our curriculum extends well beyond just learning in the classroom, and the wide range of experience we provide for our pupils helps them to become confident and resilient individuals.

We believe that when children are happy and engaged, learning will thrive. We judge the strength of our pupils' personal development not just by what happens in our school, but by feedback from the pupils' secondary schools. The personal development building blocks of character and ambition, that we help to put in place, may not be realised until many years down the line.

In addition to what happens daily to promote excellent personal development in the classrooms and around school, we have an excellent Home School Link Worker, who supports our more vulnerable pupils and their families and addresses anxieties arising from outside of the school environment. She leads interventions which focus on building their low resilience and we have seen some remarkable progressions over time. We are also a THRIVE school, which means that we invest time and resources in supporting our most vulnerable children to develop their self-confidence, self-awareness and learning skills.

Evaluation

To develop pupils' confidence, we have a very proactive School Council, which ensures that pupil voice is important at Riccall CP School. This has led to pupils having a greater impact on the day-to-day practices in the school. Our pupils understand how important their opinions about running the school are to the adults, and this helps to teach them about democracy and that the rule of law requires consensus. Our School Council also decide which charities that we are supporting over the course of each year. Supporting these charities, local, national & international, gives the children a chance to help and understand the circumstances of those less fortunate than themselves.

Through the curriculum, pupils develop a good understanding of different faiths and cultures and show respect and consideration for others. In addition to this, we have a 6-year cycle of annual whole school visits to different places of worship: Islam, Sikh, Christian, Hindu, Jewish and Humanist. We work with the Refugee Council so that children can meet a child refugee and see that they are not so different from them. This helps to balance the often-negative images they may encounter in the media. Throughout the school, children learn Makaton to create an inclusive environment for all. Our children learn to respect their own feelings and beliefs and those of others. Pupils enjoy a wide range of experiences through curriculum days, residential trips, visits, speakers, special days and weeks, clubs, sports and music. Our '50 things to do before you leave Year 6' ensures that all children get to have practical experiences outside of the classroom which will teach them life skills and



enjoyment way beyond that outlined in the National Curriculum. This does much to promote their spiritual, moral, social and cultural development, which is a real strength of the school.

We are proud of our links with York St. John University music department. 2nd and 3rd year music students provide high quality music education for all children in school and every child, from Year 2 upwards, learns to play a musical instrument free of charge.

In school, pupils are confident learners, who are happy to work well together. If they have any concerns or worries, pupils know who they can talk to, whether it's peers, siblings or adults in school. Pupils are aware of the different forms bullying may take, but do not view it as a problem in school.

Parents acknowledge the steps the school have taken in regards these aims with 100% reporting that their child feels happy at school, 98% strongly agreeing or agreeing that their child feels safe at school and 100% agreeing that they would recommend the school to others (November 2021). We work hard to communicate effectively with parents so that we can work together to provide a good all-round education, and to promote the skills and interests of individual children.

Pupils have a strong sense of right and wrong which is promoted in assemblies, through our rewards systems and our behaviour policy. Pupils apply these principles to their own lives and have high expectations of each other. Our computing curriculum, as well as the work we do around our sense of community ensure that pupils have awareness of the risks and dangers of inappropriate use of technology and social networking.

Pupils are protected from radicalisation and extremism through special events, and equality and respect for others are promoted on a regular basis, along with British values.

Assemblies and our PSHCE programme (we use the Jigsaw scheme throughout school) support this. These also support awareness of Child Sexual Exploitation (CSE) and the delivery of Relationships and Sex Education (RSE), beginning with the NSPCC 'Talk PANTS' campaign.

Children are prepared for life in modern Britain and to be active citizens of the future through our online safety education, our global curriculum and our strong focus on developing the SMSC values of our children. This all prepares our pupils for their future life as adults. We want our children to be involved in public life, to flourish in society, to have social skills and have imagination and creativity. We want them to learn eagerly with a sense of enjoyment and have integrity and a positive moral framework.

Next steps:

In order to continue our progress towards outstanding, we are working on the following areas:

To ensure that all aspects of our enhanced curriculum are re-embedded into school life, while adjusting to current COVID restrictions.

Leadership and management

School judgement: 2

The headteacher has been in post since September 2015. Since then, the leadership responsibility for the school has been distributed effectively between a dedicated and



committed Senior Leadership Team, who have supported the headteacher to rapidly accelerate the progress that the school is making.

Evaluation

Since the adoption of new practices with the resulting rapid improvement in outcomes, our school continues to provide effective leadership and management which results in improvements in all areas. All leaders have a credible and robust action plan to ensure all children in the school make good or better progress and are provided with a safe and caring learning environment. The Senior Leadership Team ensures there are action plans and evaluation methods in place to ensure all pupils within our school meet their full potential, both academically and socially.

The headteacher has high expectations of what the children and staff can achieve. These high expectations are at the core of our work and all staff work hard to instil a growth mindset into our children, so that they have high expectations of themselves, too. Parents are extremely supportive of the work of the school and headteacher, with 96% agreeing or strongly agreeing that the school is well led and managed.

An effective SLT has been established, with members having clearly defined roles and responsibilities. All have a sharply defined focus for monitoring and each term's work is linked to the School Development Plan. Along with the headteacher, they have high expectations of what the children can achieve. SLT monitoring of teaching and learning, and behaviour, has led to clear improvements in both, as well as in a range of other areas.

All staff and governors are committed to continually developing their practice and have a collective desire to do so. Pupils receive a well-planned, broad and balanced curriculum with a wide variety of opportunities to learn, including a range of extended day activities. Foundation subject lessons, through planned themes, provide opportunities for children to practice their literacy and numeracy skills across the curriculum. The quality of teaching is consistently good or outstanding. Robust monitoring and appraisals allow any weaknesses to be tackled quickly and effectively. Summaries of findings are reported at each full governing body meeting. Weekly CPD is carefully planned, staff opinions are regularly sought and used to inform and develop provision and best practice is modelled and shared.

All subject leaders are given time each week to carry out monitoring tasks. Following a robust monitoring cycle, subject leaders report to governors termly. This allows governors to challenge and hold leaders to account directly, praise and celebrate successes. This provides an opportunity to continue to build the valuable link between governors and leaders.

Staff feel involved in their own professional development and are encouraged to develop their own interests and skills that will result in wider opportunities for the pupils. Through the appraisal cycle, whole school targets link to the School Development Plan, which create a shared vision and a personal stake in moving the school forward, for each member of staff. In addition, staff set their own personal target in line with the school development plan and supported by the SLT.

Safeguarding is a top priority and is highly effective, as is the close liaison with outside agencies. Learners are consistently and effectively helped and protected, so that they are kept safe. There is no negative information, safeguarding or otherwise, of which we are aware, on the internet or in the local press from the local authority, Department for Education or police concerning our pupils.



Leaders have a keen sense of equality for pupils across a wide range of abilities and needs. We currently have 9% of pupils on the SEN register, with 3.1% with an EHCP. There have been no fixed-term or permanent exclusions in the past 5 years and no child is ever excluded from a trip, visit or activity.

The governing body are active participants in the leadership of the school. They have produced a clear vision for the school, behind which they are all united. This has been shared with all stake holders and is regularly reinforced through the School Development Plan, pupil assemblies and letters to parents. This was recognised by the NGA when they named the school as the winner of their outstanding vision and strategy award in September 2021. Governors provide a constructive challenge to all leaders and through well-informed dialogue and evidence gathering visits, ensure a focus is kept on improvement, and a drive of rapid change to address issues. The governing body formally record planned, strategic visits to the school to provide evidence of the work they have carried out. This is then triangulated with staff members and the headteacher, before being shared with other governors.

Governors support and challenge the work that the school does to promote British values and know, as a board, how pupils are being prepared for life in modern Britain. Governors rigorously monitors school's finances, headteacher appraisal and curriculum and have a shared vision for the school and the wider community.

Our limited Pupil Premium funding is used effectively to provide support to disadvantaged pupils, so they can achieve well. The provision for pupil's spiritual, moral, social and cultural development is embedded. It permeates the curriculum and is closely aligned to the promotion of British Values.

Our school works in partnership with a wide school cluster to moderate and share good practice. We actively seek to be an outward-facing school and regularly visit other settings to learn and develop our own practice, as well as sharing our strengths. Winning the NGA award has enabled us to work with more schools as it has raised our profile and the award ceremony allowed us to network with schools from across the country. Staff reflect on, debate and share new initiatives resulting in continuous improved, reflective practice. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.

The school website not only meets all statutory requirements but provides extensive information regarding all aspects of the school's life.

Next steps:

In order to continue our progress towards outstanding, we are working on the following areas:

To improve the quality of planning, teaching, leadership and coverage of foundation subjects

The effectiveness of the Early Years provision

School's judgement: 2

Since the last inspection, there has been a drive to significantly increase outcomes and progress for all pupils, regardless of their starting point. Most children start in our Foundation 2 (Reception class) with expected starting points on entry, but all children make good and



better progress, including children with SEN. Provision is adapted and developed to be inclusive for all learners.

In September 2020, the school opened its first Foundation 1 (nursery) class, taking over from a community provision which closed. Many of our F1 staff were transferred from the community provision and have been successfully integrated into the RCPS team. Although it is early days, we are already seeing greater consistency between the provision and expectations in F1 and F2, which will lead to better outcomes for the children.

Evaluation

The provision within Early Years is exciting and stimulating, so that pupils have a desire to explore and develop their skills of understanding. All adults in Early Years have a very good knowledge of their pupils, so the provision is matched to their precise needs. The curriculum is carefully planned using children's interests and observations of all children lead to thorough planning of next steps in learning. Children are involved in planning future learning and reflecting on their own achievements. New initiatives are now researched and introduced to plug any gaps in learning and development. Specific interventions and initiatives are used to support pupils with additional needs.

Accurate assessment informs both group and individual need. In-school and cluster moderation are regular and robust and results in a high level of consistency of judgements. In 2016 and 2019, outcomes were moderated by the LA with systems and judgements found to be robust with no improvements necessary. Leaders, including school governors, drive standards forward through accurate and regular gap analysis and aspirational targets set in whole school, subject leader and EYFS action plans.

Governors are regularly informed about attainment, achievement and provision in EYFS. Governors rigorously challenge the EYFS leader, who is a member of the governing body, to drive standards forward and maintain the high levels of outcome.

Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well-attended visits, activities, stay and play sessions and workshops. Parents are kept up to date on children's learning through 'Friday Newsletters' and use of an online platform (Seesaw) which allows parents to see observations made of their child and contribute their own. Ideas are shared to actively encourage parents to support learning at home and assist parents to maintain consistent standards.

Teachers promote strong links with families and other pre-school settings to gain a full picture of pupils' learning and experience as they start school, to ensure that the curriculum is planned with challenge for all learners. Safeguarding procedures are robust and implemented consistently, with effective action taken where needed to ensure all pupils are safe. Individual risk assessments and care plans are used very effectively to support children with specific and individual needs.

Teachers effectively promote a love of reading through high quality reading provision and parent workshops to support reading at home. Phonics is taught systematically and in a way that is consistent with the teaching of phonics in KS1. Staff challenge pupils to use reading in all areas of the curriculum. Teachers share daily stories to extend vocabulary and explore a breadth of language. Staff promote the use of mathematics and problem solving through challenge in children's play and high-quality teaching of mathematical skills to support future learning.



Class rules and routines have been established with pupils so that they have ownership of and take responsibility of caring for the resources and keeping themselves safe. Children display empathy for others and work harmoniously together, celebrating each other's achievements and supporting their peers regardless of need.

The outside learning environment is in the process of being developed, following consultation with pupils to deliver an exciting environment which mirrors the stimulating and challenging indoor provision. Provision is accessible for all pupils to be independent learners. The children are welcomed into the school community by regularly working with a Year 6 'buddy' during the autumn term in a variety of activities. As soon as the teacher deems it appropriate, the children join the whole school assemblies so that they can feel part of the whole school and participate in whole school initiatives, such as singing assemblies and learning Makaton.

The children are developing a good understanding of how to keep themselves safe. Their behaviour overall is at least good, and it improves as they year goes on. Some of the children bring challenging behaviours with them, which our staff work on assiduously.

Next steps:

In order to continue our progress towards outstanding, we are working on the following areas:

To develop understanding of the Foundation Stage amongst all staff, to support the inclusion of the new nursery class and the staff in the school community

To improve the quality of adult interactions with children during child-led activities

To continue to develop the outdoor learning spaces for F1 and F2

Overall effectiveness

School's judgement: 2

All areas of the school's work are at least good. We are striving for outstanding, but we know that we still need to improve in some areas to achieve this goal.

There is high quality, visionary leadership in the school, which is shared by all others in the school. There is a strong SLT who impact positively on the quality of teaching and learning. This is backed by an extremely knowledgeable governing body, who know the school well. Their challenge and support of the SLT is second to none.

There is at least good progress in all key stages due to an innovative, knowledge-rich curriculum which is delivered through good and better teaching and support.

There is a relentlessly positive ethos in the school, founded upon strong relationships and caring attitudes to each other – children and adults alike. This leads to positive behaviour and a strong commitment from pupils who know what is expected of them. There is a sense of enjoyment and a fascination in learning about themselves, others and the world around them.

Our curriculum extends beyond the academic to offer a very wide range of memorable experiences. We invest in the cultural capital of our children and nurture their ambition to succeed.



Highly effective arrangements are in place for the safeguarding of the children.

We hope that you see that Riccall CP School is a very special school!