



Achievement Partnership Success

School Context:

- Alma Park (AP) is a very popular primary school located in Levenshulme, a diverse community in South Manchester.
- There are 465 pupils on role, including a nursery with 22 part time and 12 full time pupils.
- We are proud to be a resource base for 15 deaf pupils who communicate in British Sign Language. Our deaf pupils are taught by 10 Teachers and Teaching Assistants of the deaf, deployed at AP by Manchester Sensory Support Service.
- Alma Park has 68 staff (teachers, TAs, Admin, LOs and Cleaners).
- Our core values of inclusion, respect and equal opportunity are at the heart of our work; this culture is embedded by all members of our school community
- We are ambitious, committed to excellent curriculum provision and support to enhance our children's life chances through academic, spiritual, moral, social and cultural experiences.
- Our ambition is shared by parent/carers and our highly effective Governing Body

School Self-Evaluation – Overall Effectiveness: **Good**

- Quality of Education: **Good**
- Behaviour and Attitudes: **Outstanding**
- Personal Development: **Good**
- Leadership and Management: **Good**

Last Ofsted inspection (July 2017): **Good**

Next steps identified by Ofsted – Leaders and those responsible for governance should ensure that:

- The proportion of pupils making good progress in reading increases, particularly at key stage 2
- Subject leaders' knowledge and understanding of how well pupils achieve in subjects other than English and mathematics are strengthened
- The effectiveness of the teaching of reading, writing and mathematics is consistently good in Years 4 and 5, so that combined outcomes are in line with national expectations.



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Quality of Education (Intent, Implementation, Impact – 3Is):

Strengths:

- We are proud of the diverse community we serve and the range of experiences, languages, beliefs and ideas we welcome in our school.
- We are a friendly and welcoming school; we care for each other so school is a happy place for our children, parents, carers and staff where we all can learn, play, take risks, have fun and achieve.
- We develop children who are excited about learning and keenly participate in a wide range of academic, artistic and cultural activities and experiences.
- We are committed to continual self-assessment and school improvement to support good and excellent outcomes for our pupils.
- Our Asst. Head KS2, is a very effective lead Maths co-ordinator has worked with her team to bring about improvements in maths provision and outcomes.
- Our curriculum continues to improve as it is tailored to the learning and cultural needs of our school community.
- APs curriculum co-ordinators publish subject policies detailing the intent, implementation and impact as well as end of year expectations to inform stakeholders (school website).
- AP's teaching and learning policy provides excellent guidance detailing the intent, implementation and impact of APs curriculum.
- Music provision incorporates a strong relationship with the RNCM – pupils perform every year in an operatic project performed in the main theatre, piano and violin tuition, numerous RNCM workshops. The AP choir performs at Young Voices, in local old people's homes and in Levenshulme.
- Community events such as Arts Week, Science Week , Literature Week, Odd Project are supported by parents, galleries, museums, Manchester University and Manchester Metropolitan university.

Intent:

- We want AP pupils to be curious, resilient and engaged learners who are strong communicators verbally or through sign language and in writing.
 - Pupils are expected to develop skills and attitudes of perseverance, resilience, self-motivation, creativity, reflection, independence and self-reliance
 - We want pupils leaving Alma Park to be confident, respectful, independent and critical thinkers who aim high and are ambitious for themselves and their communities.
 - Our curriculum is intended to meet the needs of all children at Alma Park and reflect a range of cultures and traditions to further the children's skills, knowledge and understanding across the curriculum
 - Two dedicated MLT members provide effective leadership and direction to manage AP's curriculum development. They coordinate and collate teachers' planning and resources, etc.
 - AP listens to pupils and families; their views influence our curriculum and provision.
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Implementation:

- AP's curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception. It is also the planned activities promoting learning, personal growth and development; and includes extra-curricular activities that enrich the pupils experiences at AP.
- AP's curriculum prepares children for life in modern Britain and ensure that the fundamental British Values are introduced, discussed and lived out through the school's ethos.
- AP's curriculum, teaches respect for our world, and how we should care for it for future generations, as well as our own.
- Long term plans and policies detail how subjects can be taught e.g. as part of a cross-curricular topics organised into sequences of lessons or as discrete standalone one off lesson.
- AP teachers and TAs developed an in-house Quality First Teaching framework, an impact self-assessment tool to support AP's commitment that 'Every teacher is responsible for every child in their class no matter where and with whoever they are working'.
- All teachers are expected to meet 'Developing standards' across all themes as a minimum, with aspiration and endeavour to move towards 'Advanced' as their experience and training at Alma Park progresses.
- Teachers and TAs actively model appropriate and acceptable behaviour, valuing differing strength, opinions, beliefs and expertise.
- AP promotes the values of democracy, rule of law, individual liberty ensuring mutual respect for all and tolerance towards others and themselves.
- Derogatory behaviours directed towards ethnic or faith groups, or which are actively in opposition to the fundamental British values are challenged appropriately.
- Weekly and half termly Brainbuilder activities are planned to extend and enrich learning at home. The half termly Brainbuilder projects are celebrated by a community coffee morning for parents and an opportunity to visit classrooms.
- Curriculum workshops (reading, maths, writing, phonics, e safety) are held to increase families' capacity to support learning at home.
- In the recent COVID lockdown and bubble isolation the APs website supported Home Learning.
- AP has a Home Learning Policy that has ensured highly accessible home learning for Bubble Closures and effective systems for cascading home learning for pupils who are self-isolating.
- Subject leaders have co-ordinator files to guide, record and inform their actions. The staff handbook has a termly overview of actions. Directed time is provided for subject leadership.

Impact:

- APs subject polices and Teaching and Learning Policies detail impact
- Co-ordinator subject folders will contain further evidence of standards in respective curriculum areas
- Statutory assessment data for KS1 and KS2 is detailed bellow.



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Attainment Summer 2019:

Key Stage 2

Table 1: Attainment	AP	National
% pupils secure in Reading, Writing & Maths	65%	65%
% pupils at greater depth in Reading Writing & Maths	10%	11%

Table 2: Progress KS1 to KS2	AP	National
Reading	1.32	Average
Writing	0.70	Average
Maths	1.86	Above average

Table 3: Scaled Score	AP	National
Reading	104.2	104.4
Maths	106.0	105.0

Table 4: Reading attainment	AP	National
% secure	68%	73%
% greater depth	30%	27%

Table 5: Writing attainment	AP	National
% secure	78%	78%
% greater depth	13%	20%

Table 6: Maths attainment	AP	National
% secure	87%	79%
% greater depth	25%	27%

Table 7: Spelling, Grammar & Punctuation (SPaG)	AP	National
% secure	83%	78%
% greater depth	37%	36%

Comments on KS2 results:

- % attainment in R, W, M combined at secure and greater depth are in line with national. **Attainment is good.**
- Progress in reading and writing are comparable with national, maths is above national. **Progress is good.**
- Scaled score for reading is similar to national and above national for maths. **Scaled scores are good.**
- % secure readers is 5% below national and greater depth are 3% above. **Attainment in Reading is good.**



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- % secure writers is the same as national and greater depth are 7% below. **Attainment in Writing is good.**
- % secure mathematicians is 8% above national and 2% below at greater depth. **Attainment in Maths is good.**
- % secure GPS is 5% above national and greater depth are 7% below. **Attainment in GPS is good.**
- **Overall impact of KS2 curriculum is good.**

Key Stage 1

Table 8: Reading	AP	National
% secure	74%	75%
% greater depth	21%	25%

Table 9: Writing	AP	National
% secure	70%	69%
% greater depth	7%	15%

Table 10: Maths	AP	National
% secure	74%	76%
% greater depth	7%	22%

Table 11: Y1 Phonics	AP	National
% secure	76%	82%
Average score	32.9	33.8

Comments on KS1 results:

- % secure readers is similar to national, greater depth is 4% below. **Attainment in Reading is good.**
- % secure writers is similar to national, greater depth is 8% below. **Attainment in Writing is good for secure but needs to increase at greater depth.**
- % secure mathematicians is similar national and 15% below at greater depth. **Attainment in Maths is good for secure but needs to increase at greater depth.**
- % secure Y1 phonics is 6% below national, average score is 0.9 below national. **Attainment in phonics needs to increase.**
- **Overall impact of KS1 curriculum would be greater by increasing the proportion of children achieving at greater depth.**

Developments/Improvements:

- KS1 increase the % of pupils attaining greater depth in writing and maths



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School Improvement priorities 2020-21:

- Increase the % of pupils achieving expected standard in Y1 phonics
- Adapting pedagogy and provision in response to the changing impact of COVID-19 on school attendance (e.g. Home Learning, use of catch up funding)
- Curriculum co-ordinators continue to refine outstanding curriculum that engages children's enthusiasm and excitement for learning and resilience (e.g. Recovery Curriculum, new EYFS curriculum, PSHE curriculum, RSE curriculum).
- Gather assessment evidence in subjects other than English, Maths and Science to quantify standards i.e. History and Geography.

Behaviour and Attitudes:

Key Strengths:

- Pupils across the consistently demonstrate extremely positive learning behaviours.
- AP has high expectations for pupils' behaviour and conduct. No low-level disruption is tolerated.
- AP attendance data is consistently above national averages – indicating positive attitudes to school.

Summary:

- Feedback from pupils indicated that most pupils enjoy their learning and have positive attitude towards school.
- Rewards, positive praise and the marking policy create an ethos of care and support for one another and encourages pupils to do well and be resilience.
- Friday whole school assembly (now Zoom) celebrate children's success in all aspects of APs provision.
- AP has a consistent whole school approach to promote and reward positive behaviours.
- There are very few incidents of bullying, racist, homophobic behaviours – these are investigated and logged. AP achieved a bronze level Anti-Bullying Quality Mark.
- AP has low levels of fixed term exclusions.
- Ofsted (2017): *'Pupils' attendance, behaviour and attitudes to learning are exemplary...Pupils told me there is very little, if any bullying and that everyone is friendly. At the time of the previous inspection, behaviour and safety were judged to be outstanding and in this inspection would indicate this aspect of the school's provision has b also been maintained'*

Developments/Improvements:

- Target persistent absence

Key Improvement priorities 2020-21:

- Whole school training for Restorative Approaches
 - Review the Promoting Positive Behaviour Strategies
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Personal Development:

Key Strengths:

- Strong positive school culture and values permeate all aspects of APs provision
- AP's broad curriculum enriched with educational trips, visits and links with other organisations promote a broad range of experiences and personal development.
- The School Council, PALs and Anti Bullying Council provide pupils with responsibilities and opportunities to influence the course of the school
- Zen Zone and HI provision for children with specific and often complex needs
- Inclusion leadership – Deputy HT/SENDCO and Designated Assistant Head for Inclusion. Highly effective, experienced and knowledgeable professionals developing teams and training colleagues. Committed to personal CPD.

Summary:

- AP pupils are tolerant and yet quick to respond to anything they perceive to be unjust – they are encouraged to develop confidence, to question and to express their opinions and thoughts.
- Effective transition arrangements between phases and from KS2 to KS3 help pupils move on to the next stage in their education.
- Pupils are encouraged to take on responsibilities e.g. AP School Councillors. The election process encourages them to share their views, listen to other points of view and judge fairly. It is a democratic process supporting British Values.
- A worry box system in KS2 is an opportunity for pupils to express their anxieties request pastoral support
- Pupil/parental surveys indicate that children feel safe and happy in school.
- AP's curriculum supports health and personal safety for all pupils e.g. stranger danger, e safety, NSPCC, first aid.
- Excellent attention is given to all aspects of AP's care, guidance and support; tailored to individual child's developmental journey to promote enjoyment, social, emotional and academic progress.
- A highly effective SENDCO ensures pupils additional needs are understood and met through partnership with the Local Authority, a range of professional partners (EP, SALT, CAMHS, School health, Manchester Sensory Support Service etc.) and school staff. Many pupils have personalised One Page profiles to ensure their access needs are consistently met throughout the school day.

Developments/Improvements:

- Continue to enhance the after school sports and competitive events offer

Key Improvement priorities 2020-21:

- Mental health and wellbeing of the school community – for self, for pupils and for others.
 - RSHE – complete a tailored policy and curriculum that meets the needs of the AP community (working party).
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Leadership and Management:

Key Strengths:

- Strategic financial management of school – April 2019 saw a forecasted in year deficit of £118,000 for April 20-April 21; In year surplus achieved for April 20-April 21 of £843.00.
- An impressive, fully engaged and committed Governing Body, which effectively supports and challenges the school leadership to uphold school values and ensure exceptional provision for AP pupils.
- Subject leaders are ambitious to develop their subject knowledge and improve the impact of a high quality curriculum on standards.
- Safeguarding procedures in school and engagement with external partners/support services.
- Link Governors meet regularly with subject co-ordinators.
- Immediate, sustained and successful response to the ongoing challenges of COVID. In particular:
 - Comprehensive support systems for staff and all families during COVID 19- Instigation, recording, translation, triage and response systems for weekly staff and family welfare calls > 99% families spoken with every single week. Learning calls also made by teachers.
 - Successful return of targeted year groups in Summer 2 2020 with familiar practitioner also ensuring that one familiar year group teacher was available to plan, disseminate planning and respond to the year group email in every year group.
 - Constantly reviewed ingress and egress providing safe and welcoming entry for all children, efficient exits to grounds. Staggered timings and placings that supported family groups whilst creating distance, adaptations to breaktimes and lunchtimes ensuring Bubbles not in contact with each other etc.
 - Comprehensive Risk Assessments (RA) – agreed by Unions, regularly reviewed, approved by LA and feedback that it is of very high quality compared to other RAs. MCC's Lead Health and Safety Officer (Educations & Schools) visited at our request 12.10.20.
 - Staff deployment to ensuring continuity for children has required careful attention to detail.
 - Home Learning policy/practices improved; Instigation of wellbeing page on website Highly positive feedback form families during COVID-19 evidences successful wellbeing strategies
 - Excellent behaviour, safe, happy children on entry each day and around school evidences all that has been done to support families and pupils during this time
 - Every effort to meet families' basic needs – FSM, home visits, safeguarding practices, food bank vouchers

Summary:

- SLT work extremely effectively with their respective teams to ensure clarity of the schools vision, practice and procedures to support staff and ensure pupils come first.
 - Staff welfare is championed by an knowledgeable and committed Deputy Headteacher e.g. Sandwell, Mental Health First Aider, Staff audits and a range of supportive strategies affirming school personnel
 - Staff workload is revisited each year e.g. directed time and published in staff handbooks. It is personalised for part-timers and TAs considered and addressed.
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- School Governance is facilitated by Chairs', Standards and Curriculum and Staffing and Budget Committees each of which meet 6 times a year along with 6 Full Governing Body Meeting and additional pay committee meetings. The Governing Body is very well informed.
- Governors are committed to CPD to support their capacity.
- A programme of CPD (adapted for COVID) facilitates high quality distance learning for staff – teacher and Tas.
- Comprehensive and highly supportive response to COVID; excellent feedback form families.
- The School Business Manager and the administrative team are excellent at: ensuring value for money, managing very tight school budgets (potentially deficit), contractors, proactively attending to children's medical and securing free school meals provision during the school lockdown.

Developments/Improvements:

- Curriculum co-co-ordinators to continue to develop their roles to impact on pupils' outcomes

Key Improvement priorities 2020-21:

- Mental health and wellbeing of the school community – self, pupils and others. Re-evaluate action on Sandwell Wellbeing prior to COVID
- Adapt pedagogy and provision in response to the changing impact of COVID-19 on school attendance (e.g. Home Learning, use of catch up funding)
- Provide an outstanding curriculum that engages children's enthusiasm and excitement for learning and resilience (e.g. recovery curriculum, new EYFS curriculum, PSHE curriculum).
- Demonstrate own self-selected professional development to improve curriculum and pedagogical knowledge.
- Continue to lead the school effectively through the pandemic and minimise risk of COVID-19 infections within the school community
- Strategic financial management to minimise budget deficits.
- Develop leadership capability and capacity within the SLT and MLT.



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Early Years

Key Strengths:

- Baseline assessments indicate that many pupils start at AP with low levels of language acquisition, self-help skills. However, skilled teaching and provision is improving outcomes at the end of EYFS
- Highly effective leadership, experienced and knowledgeable professional committed to personal CPD and supporting staff team development.

Table 13: EYFS data	AP	National
% pupils achieving 'good level of development' (GLD)	64%	72%
Average point scores across the 17 areas of learning	-	34.6

Comments on EYFS results:

- % GLD is 8% below national. % of GLD needs to increase

EYFS provision:

- The curriculum is carefully planned to meet the needs of all the children based on regular assessments of their level of development (baseline data and three subsequent data collection points).
- Children are encouraged to play actively and be independent in their learning, e.g. they improve their co-ordination/manipulative through planned daily 'dough-disco' exercises which support their early writing development and their daily phonics sessions.
- Children are encouraged to use AP's outdoor spaces regardless of the weather (wellies, waterproofs, dungarees etc.) soft-surface outdoor play area allowing for 'Free-Flow'.
- The outdoor covered areas enable staff to provide a print-rich environment with many literary displays and opportunities for mark making such as the phonics signs, writing and chalk boards.

EYFS phonics:

- Phonics is taught daily following the Letters and Sounds programme – the Assistant Head for EYFS and KS1 has ensured a consistent approach to teaching provision, resources and implementation.
- Most children now make at least good progress with their phonics. Strategies for teaching phonics are shared with parents through parents' evenings and providing information sheets/ideas for helping their child at home.

EYFS assessment for learning:

- Skilful teaching balances child-initiated and teacher-directed learning to ensure pupils have an enthusiastic approach to their learning from the start.
- A carefully planned curriculum allows flexibility for children's interests to drive the class topics.



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- Each term the EYFS teacher evaluates the assessment data to review the environment and classroom provision to ensure that focused areas of learning are targeted.
- Children's progress is assessed and recorded against the areas of learning – these assessments are used to inform planning and provision to meet the developmental children's needs.
- Children do well on their learning journey in EYFS.

EYFS developments/improvements:

- Continue to develop the use of long-term planning to highlight specific gaps in pupils learning/experiences and target provision.
- Enhance outdoor provision and challenge through quality resources e.g. bikes funded by PTA
- Reinstate the home/nursery & reception visits in summer 2021. Workshops too.
- Tapestry – evaluate impact in nursery and if suitable, extend to Reception

EYFS engaging parents:

- AP encourages a close liaison with families to ensure that all children make good progress and have a positive start to school.
- Termly parent evening ensure parents are kept informed of their child's progress in school and to engage in learning in school and at home.
- Parent workshops e.g. phonics, reading, writing, maths supporting parents' capacity to support their children's learning at home.
- Home achievements are actively sought to celebrate in school. Parents are encouraged to add comments to their child's profile.
- Tapestry introduced in Autumn 2020 – improves capability to observe and record effectively in the setting and share achievement with families.

EYFS behaviour and safety of pupils:

- EYFS pupils learn appropriate behaviour for learning through clear consistently applied routines, high expectations and good pastoral support.
- Pupils learn to co-operate and share with each other very well. They learn safe working procedures appropriate to their age for the classroom and outdoors and how to look after/put away resources.
- Reception classes support an acceptance culture in terms of each other's differences and children learn to value each other as individuals.
- Safeguarding procedures are robust – safeguarding is discussed regularly.

Leadership and Management of EYFS:

- The Assistant Head for EYFS and KS1 is an active member of AP's SLT. She works closely with colleagues (departmental and SLT) to ensure moderation of data and to track pupil's/cohorts progress.
- She convenes Standards Meetings to identify weakness/strength and to individualise provision for more able pupils as well as those whose progress is a cause for concern.



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- She has been observed on a number of occasions to model good practice and support the professional development of colleagues new to the department.

Developments/Improvements:

- Embed the use of Tapestry in the Nursery.

Key Improvement priorities 2020-21:

- Increase EYFS outcomes to be in line with national data, focussing on CLL, Literacy and maths.



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Summary of Key Improvement priorities 2020-21:

- Basis of AP School Improvement Planning 2020-21

Table 14: Summary of Key School Improvement Priorities 2020-21	
Quality of Education	<ul style="list-style-type: none"> • Increase the % of pupils achieving expected standard in Y1 phonics • Adapting pedagogy and provision in response to the changing impact of COVID-19 on school attendance (e.g. Home Learning, use of catch up funding) • Curriculum co-ordinators continue to refine outstanding curriculum that engages children’s enthusiasm and excitement for learning and resilience (e.g. Recovery Curriculum, new EYFS curriculum, PSHE curriculum, RSE curriculum). • Gather assessment evidence in subjects other than English, Maths and Science to quantify standards i.e. History and Geography.
Behaviour and Attitudes	<ul style="list-style-type: none"> • Whole school training for Restorative Approaches • Review the Promoting Positive Behaviour Strategies
Personal Development	<ul style="list-style-type: none"> • Mental health and wellbeing of the school community – for self, for pupils and for others. • RSHE – complete a tailored policy and curriculum that meets the needs of the AP community (working party).
Leadership and Managements	<ul style="list-style-type: none"> • Mental health and wellbeing of the school community – self, pupils and others. Re-evaluate action on Sandwell Wellbeing prior to COVID • Adapt pedagogy and provision in response to the changing impact of COVID-19 on school attendance (e.g. Home Learning, use of catch up funding) • Provide an outstanding curriculum that engages children’s enthusiasm and excitement for learning and resilience (e.g. recovery curriculum, new EYFS curriculum, PSHE curriculum). • Demonstrate own self-selected professional development to improve curriculum and pedagogical knowledge. • Continue to lead the school effectively through the pandemic and minimise risk of COVID-19 infections within the school community • Strategic financial management to minimise budget deficits. • Develop leadership capability and capacity within the SLT and MLT.
Early Years	<ul style="list-style-type: none"> • Increase EYFS outcomes to be in line with national data, focussing on CLL, Literacy and maths.