



Dane Bank Primary School Self-Evaluation 2023 – 2024

"Dream it. Believe it. Achieve it... Together, it is possible!"



Respect

Fairness

Resilience

Empathy

Responsibility

Kindness

The overall effectiveness of the school is Good with some elements of Outstanding.

School Context		Statutory Data – Summer 2023				
School Type	Academy Convertor		School		National	
Address	Thornley Lane South, Reddish, SK5 6QG	Early Years				
Telephone	0161 336 5896	% achieving GLD	70%		67%	
Email	admin@danebank.tameside.sch.uk	Phonics Screening Check				
Website	www.danebank.tamesider.sch.uk	%achieving expected standard	73%		79%	
DfE No.	357 2064	End of Key Stage One				
URN	147371		EXP/+	GDS	EXP/+	GDS
Headteacher	Mrs Joanne Lennon	Reading	70%	13%	68%	19%
Number on roll	231	Writing	60%	10%	60%	8%
Local Authority	Tameside	Maths	80%	13%	70%	16%
Last Inspection	May 2015 (Good) Pre-Academisation in Nov 2019	Reading, Writing, Maths combined	57%	7%	56%	6%
% of Pupil Premium	18%	End of Key Stage Two				
% EAL	7%		EXP/+	GDS	EXP/+	GDS
% SEND	13%	Reading	88%	31%	73%	29%
No. of Teachers	12.4 (FTE)	Writing	72%	19%	72%	13%
No. of Support Staff	11	Maths	84%	31%	73%	24%
Specialist provision?	10 place Resource Provision opened September 2023	Grammar, Punctuation, Spelling	84%	28%	72%	30%
Current Attendance	95% (as of 27.07.23)	Reading, Writing, Maths combined	63%	13%	59%	8%

School Development Plan Key Priorities 2022-2024

- 1.) To improve the quality of teaching across school through the use of modelling; questioning and feedback and the principles of metacognition and cognitive science.
- 2.) To develop a high-quality, mastery approach to teaching and learning in Maths across school.
- 3.) To improve the quality of teaching and learning in Spelling.
- 4.) To further develop the Early Years provision so that it meets the needs of all learners.

Quality of Education

Self-Evaluation grade: The Quality of Education at Dane Bank Primary School is **Good**.

Strengths

Curriculum Intent & Implementation:

- The curriculum at Dane Bank is ambitious and designed to give all learners the knowledge and cultural capital that they need to succeed in later life. Our bespoke curriculum has been designed 'in-house' to ensure that it is as relevant and meaningful to our learners as possible. During all stages of the curriculum design process, extensive thought and consideration was given to the needs of our learners and our local context in order to make learning as effective as possible.
- Our curriculum has been designed to enable regular opportunities to revisit skills and knowledge, thus enabling children to commit learning to their long-term memory. The curriculum is planned and sequenced from year to year to build on prior learning. We aim to develop a deep understanding and a love of learning, not simple memory recall of facts.
- Through all of our curriculum design process, the leaders responsible for curriculum, have worked in collaboration with teachers to ensure there is a shared understanding of our curriculum vision and direction.
- We have 5 **"Curriculum Drivers"** that were created by our staff team based on our knowledge of our pupils and our high aspirations for them. These underpin all that we do... *"As a result of our pupils being taught our Dane Bank curriculum, we aspire for our children to be **knowledgeable, determined, motivated, curious and confident.**"*
- We use an evidence-informed approach when deciding on the key elements to incorporate in to our curriculum design and approach to teaching and learning. These elements are known as our curriculum "rubber stamp" – the approaches that we believe will support our children in becoming the most effective learners and encourage them to make the best possible progress through "knowing more and remembering more".
- You will see elements of Rosenshine's Principles of Instruction; Dunlosky's "Strengthening the Student Toolbox" and the recommendations from the EEF Metacognition and Self-Regulated Learning Guidance Report within this.
- Our **"Rubber Stamp"** includes: **clearly-defined knowledge; carefully-selected vocabulary; retrieval practice techniques; support for all; high-quality questioning and modelling and scaffolding.**
- Subject Leaders have a high profile in school and are supported and empowered to undertake their work. There is a positive drive and established track record of 'growing our own' leaders of Teaching and Learning and supporting ECTs and less-experienced staff. This distributive leadership, is quality assured through subject leaders having access to high-quality support and professional development from senior leaders in school and within the Trust. This work means that there is a shared understanding of our curriculum design and a shared commitment and determination to ensure excellence.
- Subject Leaders have developed "Subject on a Page" documents which give an overview of their subject – these have been shared as best practice.
- Our curriculum 'road maps' demonstrate the learning journey pupils travel to build up their substantive subject knowledge across the wider curriculum. These then feed in to our 'knowledge overview' documents which provide a more detailed breakdown of the component knowledge; essential vocabulary and explicitly referenced prior and future knowledge – known as, "bridging back" / "bridging forwards".
- When designing our curriculum, we were particularly mindful that speech and communication is a key priority across our Local Authority and as such, we have placed development of vocabulary at the heart of our curriculum. on our knowledge overview documents, essential vocabulary is outlined and split in to 3 groups: vocabulary we would expect children to already have; vocabulary that may be new and need explicit teaching through the unit and more advanced vocabulary that we may be able to challenge some children to understand and use.
- Assessment is woven through the curriculum in order to evaluate outcomes against the curriculum intent. Both formative and summative assessments are undertaken to ensure pupils build knowledge and apply their knowledge as skills. Pre and post learning assessments guide teachers to ensure their teaching meets the needs of the children and enables them to follow up misconceptions or gaps in knowledge.

- We have also undertaken extensive work to refine our agreed lesson structure across school. Implementation of metacognitive processes started with zooming in on key steps within the EEF's "seven-step model" and as a result, now have a selection of agreed teaching tools that would form part of any lesson. These include but are not limited to: use of retrieval practices to activate prior learning; inclusion of 'anchor sheets' and a variety of metacognitive strategies to scaffold learning; use of modelling and guided practice; high-quality questioning and feedback and ongoing formative assessment strategies.
- Elements of our curriculum intent and implementation have been exemplified as "best practice" in our Trust and written about in an EEF Blog¹:
- We pride ourselves on being an inclusive and supportive school where there are high expectations of all children. Children with SEND are included in all aspects of the curriculum and accommodations and adaptations are made to allow them to be successful. SEND children have one-page profiles and individual support plans that outline these. In addition, our SEND learners may access some personalised curriculum learning that meets individual targets and recommendations from professionals.
- All children access a broad and balanced curriculum. There is no curriculum narrowing.
- Leaders have robust and rigorous systems for monitoring the quality of curriculum and teaching and learning. Our monitoring overviews link in to our CPD offer and inform future CPD planning and staff meeting foci.
- Where best practice is identified, this is disseminated and used to support others. We aim to instil a culture of shared learning from the most effective practitioners.

Curriculum Impact:

- The impact of our high-quality curriculum and effective teaching on pupils' learning is demonstrated through: our confident, self-assured learners who use and apply their knowledge, understanding and skills across the curriculum; good attendance year on year because pupils enjoy their lessons and time in school; positive responses following pupil surveys exemplifying positive attitudes to learning; our curriculum intent and implementation model has been used across the Trust at Local Authority steering groups as a model of 'best practice'.

The impact of our curriculum design and teaching and learning is evidenced in the data 'highlights' exemplified below – note, statutory headline data is on Pg 1.

Early Years – statutory data 'highlights' Summer 2023	
✓	Girls performed significantly above Tameside and National Average for GLD. 92% compared to 70% and 74% respectively.
✓	80% of our FSM eligible pupils achieved GLD compared to 52% nationally and 50% in Tameside.
Phonics – statutory data 'highlights' Summer 2023	
✓	80% of FSM eligible pupils achieved expected standard in Phonics Screening – this is above FSM eligible pupils nationally (67%) and broadly in line with their non-FSM eligible counterparts (83%)
✓	FSM eligible pupils outperformed the non-FSM pupils.
✓	86% of disadvantaged pupils achieved expected standard – above disadvantaged pupils nationally (67%) and above non-disadvantaged pupils nationally (82%).
Key Stage One – statutory data 'highlights' Summer 2023	
✓	Pupils in KS1 achieved better in all areas (EXS & GDS) compared to Tameside averages.
✓	% of children achieving EXS/+ in Maths was significantly above national average - 80% compared to 70%
✓	Girls performed significantly above national in RWM with boys performing in line with national.
✓	86% of our disadvantaged pupils reached expected standard in Reading – 13% higher than non-disadvantaged pupils nationally.
Key Stage Two – statutory data 'highlights' Summer 2023	
✓	In Reading, our pupils achieved 15% above national average for EXS/+ and in Maths, 12% above.
✓	For RWM combined, 64% of boys achieved EXS/+ and 21% achieved GDS – compared to 56% EXS/+ and 7% GDS nationally.
✓	100% of FSM eligible and disadvantaged pupils achieved EXS/+ in Reading and Maths.

Behaviour & Attitudes

Self-Evaluation grade: Behaviour & Attitudes at Dane Bank Primary School are **Outstanding**.

Strengths

- Pupils at Dane Bank show high levels of engagement, courtesy, collaboration and cooperation in lessons. Pupils take great pride in their achievements and show commitment to learning. This is evident in lesson observations, learning walks, pupil voice exercises and data. Our 6 school values (*resilience, empathy, responsibility, kindness, fairness, respect*) underpin all the we do and ensure that our children are well-prepared to contribute to wider society.
- Pupils understand the high expectations staff have of them and know that they are expected to “live our values” in all that we do, including at break and lunch times. As a result of these high expectations, pupils strive to be the best that they can be and work towards our school vision statement, “*Dream it. Believe it. Achieve it. Together, it is possible.*”
- In lessons, incidences of disruptive behaviour are rare. Classrooms exemplify a calm and orderly environment where learning is rarely disrupted due to low-level behaviour issues – as a result, all children are able to learn effectively and demonstrate a commitment to their education. A high importance is placed upon monitoring behaviours for learning and all lesson observations/learning walks include evaluation of these behaviours as a common thread.
- Pupils across school are incredibly inclusive and supportive of each other. Where there are differences between children, other children are incredibly kind and caring to each other and mutual respect and tolerance is evident.
- There is zero tolerance in school for any bullying, abuse and discrimination. School values have a high profile and the pupils are proud of how they reflect on life at Dane Bank Primary School. Bullying, racist and homophobic incidents are incredibly rare and children play an integral role in ensuring this. During our recent audit it was reported, “*The children were swift to tell me that there is no bullying in their school. I asked what bullying was and they clearly explained the difference between falling out with your friend or someone bullying you. They said that their teachers would be quick to deal with anyone who did not show respect or did not follow the school rules and could tell me what consequences may follow an incidence of poor behaviour. DSLs will assess any ‘bullying’ reports to ensure correct categorisation on CPOMS which will therefore allow for accurate auditing.*”
- Leaders support all staff in managing pupils’ behaviour. Senior leaders have accessed high-quality training in developing trauma-informed behaviour practices that promote relational inclusion. A member of the SLT is currently completing the National Professional Qualification for Leading Behaviour and Culture and as part of his work, is actively supporting colleagues across school to ensure there is consistency in the implementation of our recently-reviewed Behaviour Policy. This work ensures fair and respectful treatment of all pupils across school.
- There is no complacency around behaviour at Dane Bank and all staff understand their role in maintaining the positive behaviour and attitudes our pupils demonstrate. “*Staff clearly demonstrated through discussions that they fully accept ‘it could happen here’. Staff fully consider all aspects of safeguarding and this was evidenced to me during conversations with them and also amongst staff during their lunch break. The staff have an obvious commitment to keeping the children in their care safe.*”
- Children and staff have a clear voice in school. The Pupil Voice surveys are thought out and meaningful and this has been highly valued by the children who feel listened to. Support is again well thought out, with sports clubs at lunchtimes designed to encourage play and keep the children engaged, however for those who value quiet time there is also a place to go for that.
- Pupils are encouraged to take on a variety of leadership roles across school, these include but are not limited to: Year 6 Prefects; Play Leaders; School Council; Eco Council and Pupil Assembly Committees to name but a few.
- The children demonstrate consistently high levels of respect for one another – a comment from a recent Parent Survey supported this, “*One of the school’s greatest strengths is how great the older children are with the little ones – both inside and outside of the school gates.*” These attitudes are exemplified through our “Big Buddies, Little Friends” scheme where older children ‘buddy’ with a new Reception child to support them during their transition in to school and through in to Year One.

- Our recent Parent Survey (July 23) demonstrates extensive support and appreciation of the culture and ethos that is evident throughout school. parents describe the schools as being *“a big family” / “friendly and supportive” / “an amazing atmosphere for learning” / “good for families and building relationships”*.
- We know that our children feel safe in school; enjoy school and feel that other pupils behave well. In a recent Pupil Survey (July 23), 98% of children told us that school was a safe place, *“I love this school – it’s a place where I can make friends and feels safe”*. 93% of children told us that they enjoy school, *“Dane Bank is the best school ever! You can tell how much the staff care about us.”* 90% of children agree that children behave well, *“Everyone is friends with each other and is nice and caring.”* In addition to this, 100% of staff agreed that behaviour is good in school, *“School just feels like a wonderfully happy place.”*
- We have high expectations of attendance and punctuality and this is monitored. Attendance tracking is updated regularly and monitored: cohort % tracking; persistent absence and severe absence, including individual pupil tracking for children who fall in to these categories; attendance %s for demographic groups and individual pupils at risk of becoming persistently absent.
- Leaders make use of a “vulnerable pupils list” to maintain an overview of attendance for certain individuals – these children become the priority for intervention, Early Help and targeted support. Leaders also work alongside the school Education Welfare Officer from the Local Authority.
- We have a dedicated Attendance Lead (Headteacher) who meets regularly with the Attendance Support Officer (HLTA) to analyse monitoring; identify trends/patterns; select individual children/families to receive targeted support. Families are offered support and set targets through the use of Attendance Improvement Plans where necessary – the DSL, as Early Help lead, may offer further support if this is felt necessary.
- Attendance of cohort groups and demographic groups is reported to Governors 3 times a year for discussion and analysis.
- For academic year 2022-2023, attendance across school was at national average of 95%
- Our recent Safeguarding audit summarised with, *“Dane Bank Primary School is a warm and welcoming place to learn and work. The relationships within school at all levels were positive and respectful. Children were engaged with their learning, moved about school in a calm and orderly manner, and when spoken to they were happy and felt safe. The children spoke highly about the staff and the staff spoke equally highly about the children. It was a joy to be in such a warm and positive environment.”* – of this, we are incredibly proud.

Personal Development

Self-Evaluation grade: Personal Development at Dane Bank Primary School is **Good**. (Aiming to be **Outstanding** by end of year)

Strengths

- Pupils at Dane Bank are supported to develop in many diverse aspects of life and leaders across school view this as a high priority.
- Our 6 school values (*resilience, empathy, responsibility, kindness, fairness, respect*) underpin all the we do and children can talk about these confidently. Through collective worship, as well as in classes, children discuss how “living” these values prepares us to be responsible, active citizens in our communities and why this is so important.
- We pride ourselves on being an inclusive school that celebrates diversity – through the curriculum, assemblies, curriculum enrichment opportunities and work with outside agencies, children develop their understanding of what it means to live in a multi-cultural society and how our fundamental British values encourage this. Over the last 18 months, focus has been given to topics such as: racism, the Windrush generation, Pride Month, marginalised groups, climate change, disability awareness, equality/equity.
- There is a consistent, high-quality approach to the teaching of PSHE from Early Years to Year 6 – the Jigsaw scheme of work has been adapted and modified to be most suitable for pupils with particular focus given to the RSE elements of this learning. Our children have a good, age-appropriate, understanding of different relationships and family structures and demonstrate respectful attitudes to difference.
- Promoting good mental health and wellbeing is given a high priority in school. There is a strong pastoral offer for children who may need additional support. Our pastoral lead Teacher is our Senior Mental Health Lead and offers weekly support sessions as needed – these are ‘triaged’ alongside the DSL as appropriate. Children have a good understanding of how to keep physically and mentally healthy and how to protect their mental health. We are just about to launch the “My Happy Mind” programme across school. We also recognise the important of sports and being active in promoting wellness and we work hard to ensure a range of opportunities are offered to children, including the opportunity to be Pupil Sports Ambassadors and access to professional sports coaches at lunchtimes for both KS1 and KS2.
- Our extended curriculum includes a range of clubs, including – drama, football, multi-sports, karate, pottery, forest school and golf to name a few.
- Our curriculum runs in partnership with our “enrichment programme” which outlines the additional wider curriculum opportunities that children will experience during their time at Dane Bank – these experiences have been carefully thought out and grouped in to 8 categories: sports and competition; the arts; broadening horizons charity and money sense; environment; British Values; active citizens; pastoral and wellbeing.
- We recognise the value of music in supporting children’s personal development and promoting wellbeing and so high priority is given to ensuring there are quality opportunities to experience music as both a spectator and participant. During their time at Dane Bank, children will: visit the Bridgewater Hall (or alternative venue) to watch contemporary and classical performances; engage with instrumental tuition; participate in weekly key stage singing assemblies; have Music taught by a specialist Music teacher; have the option to join our fantastic school choir.
- Pupils are aware of the importance of online safety and have an understanding that cyberbullying damages someone’s mental health and has a lasting negative effect. Pupils understand and follow the rules around safe internet use in school. during a recent pupil voice exercise, pupils shared that they are reminded regularly about online safety by Teachers in class and in assemblies and clearly shared that they know to report any concerns immediately to parents/carers at home or staff in school.
- Our curriculum intent is effective in ensuring that the context of pupils is taken into consideration when planning for children’s spiritual, moral, social and cultural development. On the whole, this looks beyond the taught subjects. There are opportunities for pupils to study other cultures, which differ from their own. There is a strong focus on the locality but also an equally strong focus on looking at other cultures in different parts of the world. Pupils are taught to respect the culture, faith, beliefs and heritage of others and pupils from non-Christian faiths are provided with opportunities to talk about their own faith and beliefs. The Early Years curriculum is especially good around aspects relating to pupils’ social and moral development.
- Pupils are encouraged to learn about their local environment and often visit places of worship in their local area

- The voice of the pupils is valued highly at Dane Bank – they are given opportunities and encouraged to share their opinions around lots of different topics. When their feedback is given, school leaders make it a priority to consider and respond to this – this allows children to feel empowered and important. Children are also given opportunity to use their opinions and voices to enter in to debates and discussions – both informally and formally. Children worked with their peers across the Trust to enter in to a Trust-wide debate competition focusing on current social/moral topics – we were proud to achieve 2nd place in this competition.
- Relationships between staff and pupils are respectful, supportive and harmonious. Pupils know that the staff support them and care for them and their development. A recent external audit reports, *“There was lots of laughter and smiling between staff during my visit and the children were clear to express the care that they are given by their staff and also how they are encouraged to look after and support each other. School was a calm and joyful place to be.”* We feel that this is an accurate judgement of the culture and ethos of our school.

Leadership & Management

Self-Evaluation grade: Leadership & Management at Dane Bank Primary School is **Outstanding**.

Strengths

- The Headteacher and Senior Leadership Team (SLT), along with the Local Governing Committee, have a clear and ambitious vision for providing a high-quality and highly effective education for all learners. This is realised through strong shared values, policies and practices.
- The 6 school values (*resilience, empathy, responsibility, kindness, fairness, respect*) are well-embedded and underpin the daily life of the school and the curriculum. The school vision statement, "*Dream it. Believe it. Achieve it. Together, it is possible.*" is also a fundamental shared belief.
- Staff across school are proud to work at Dane Bank and morale is high – at a recent staff survey, 100% of staff shared that they enjoy and are proud of working here, "*There is an amazing atmosphere in school I feel respected and I am treated fairly. This is down to excellent leadership.*" / "*There is a feeling of belonging and 'team' cultivated from the top, down.*" There is a collective determination for the school to be the very best it can be.
- The school's leadership team, particularly the Headteacher who is Curriculum Lead, were instrumental in creating and then developing the school's curriculum. As a result, they are well placed to oversee its implementation and are confident in being able to judge the impact their curriculum intent is having on day-to-day practice.
- School leaders have modified and relaunched the approach taken for school development planning and now operate on a 2-year cycle in order to ensure effective implementation. Use of the EEF's Implementation Guidance is now fundamental to the process and specific time is dedicated to each of the 4 areas – explore, prepare, deliver, sustain.
- Subject Leadership is well embedded across the school. subject leaders are effectively supported and meet with the Deputy Headteacher regularly to analyse, monitor and plan for their subjects. Significant staff meeting time is given to offering focused CPD to subject leaders and ensuring that the profile of this role remains high and is valued by SLT. "Subject on a page" documents provide concise overviews of each subject area and the associated pedagogy related to this. This leadership means that the strong curriculum; the curriculum 'drivers' and "rubber stamp" ensure that the approach to all subjects is embedded, inspiring and consistent across the school.
- Staff at Dane Bank are actively encouraged and supported to undertake high-quality professional development – a number of staff have completed and are currently undertaking National Professional Qualifications and as a result, are leading school improvement work. Where best practice is identified, this is shared for maximum impact – one member of staff is now a Lead Practitioner within the Trust.
- Continuous Professional Development is a key school priority and senior leaders are mindful in ensuring that all CPD links cohesively to the School Development Plan Key Priorities and the curriculum. High-quality training is provided by staff with particular areas of expertise and by external agencies, such as: NCETM, EEF Evidence Leads in Education, subject specialists and consultants. These inspiring training opportunities ensure staff are evidence-informed and well supported to achieve the school's aim to offer a high-quality curriculum taught by highly effective teachers, thus driving school improvement.
- Leaders have in place a yearly monitoring calendar. This includes observations of lessons, learning walks, discussions with pupils and book scrutiny. Pupil progress meetings and appraisals also add to weight of knowledge collected by the SLT. Senior leaders and subject leaders are involved in the range of monitoring activities. There is effective evaluation and analysis of the monitoring and this then feeds in to whole school improvement planning.
- A strong cycle of evaluation exists, with able and active Governors holding the school to account for both performance, standards and the curriculum. Governors, generally, have a good understanding of national and local data and use this well to check on how well the school is performing. They have a good understanding about what the data tells them about the how well different groups are performing. They have a particular focus on disadvantaged pupils and assess how well they are being supported as a result. They know how the inspection dashboard works and use this as part of their evaluation of the performance of the school.

- There is a strong model for Performance Management – 100% of Teachers shared that they have found Performance Management helpful in supporting their professional development, *“I would say it is the first time I have gone through a performance management and it actually felt like it was to benefit me”*. Last academic year, a Performance Management programme was developed and implemented for Teaching Assistants which has been well received.
- Senior Leaders prioritise staff wellbeing – care is taken to ensure that workload demands are not too great and there is a culture in school that promotes talking and sharing concerns. The Headteacher ensures that staff wellbeing is a feature of the Performance Management cycle and that any concerns around workload are acted upon, 100% of staff shared that they felt that school leaders care about them and their wellbeing. *“School leaders are very approachable and a great support when needed. Feeling valued at school is great and very much appreciated.”*
- We work hard to create strong links with strong positive links with our parents and carers. Parents are incredibly supportive of and positive about the school – in a recent Parent Survey, 98% of parents said they would recommend Dane Bank to another parent and 100% shared that they felt welcome in school and find staff approachable.
- Feedback from stakeholders is analysed and responded to proactively – the Headteacher has recently launched a new “Parent Forum” in order to work with parents.
- Procedures for safeguarding are effective and robust. School achieved very positive feedback during a recent external safeguarding audit (July 2023) in which the auditor commented, *“the Headteacher and Deputy Headteacher – both DSLs – demonstrate a tenacious drive to get safeguarding right at the school... Relationships within school are extremely positive and respectful. The staff are warm, welcoming and display a real team attitude. There was lots of laughter and smiling between staff during my visit and the children were clear to express the care that they are given by their staff and also how they are encouraged to look after and support each other. School was a calm and joyful place to be.”* There is a Link Governor for Safeguarding in place who meets with relevant staff regularly to review, evaluate and challenge policies and procedures.
- The Designated Safeguarding Leads (DSL) work across 3 Local Authorities due to the geographical location of the school – Tameside, Stockport and Manchester. Despite the challenge this can bring, *“DSLs leave no stone unturned when it comes to securing support for any of their children/families. They are fully conversant with reporting procedures and have built excellent links with local services.”*
- The DSL is currently working collaboratively in a Learning Circle with the other DSL’s across the Trust to share best practice and develop new initiatives.
- Our recent Safeguarding audit concluded: *“Dane Bank Primary School had the skills and forethought to self-reflect. The SLT/DSLs do not ‘tick boxes’ but use meaningful tools to support staff, children and their families and they continue to look at how they can do things better. There is always a way that we can improve, and there is a real desire from the leadership to lead from the top at the same time as listening and understanding the ever-changing needs of their school family.”* – We are incredibly proud of this.

Early Years

Self-Evaluation grade: The Early Years provision at Dane Bank Primary School is **Good**.

Strengths

- The Early Years Lead (part of our Senior Leadership Team) has an uncompromising and resolute drive for excellence, starting on initial entry to Nursery. this vision and determination is shared with all members of staff in the Early Years unit and the SLT.
- Over the last 2 years, significant work has been undertaken to review, refine and develop the Early Years curriculum which is now ambitious, challenging and broad, built on the highest expectations and resourced appropriately.
- Our “Progress Model” document exemplifies how the curriculum intent has been built in order to ensure there is strong progression through all curriculum areas. This document links to additional resources and materials that outline progress in skills as well as knowledge and how these ‘build’ and develop in specific skills such as: cutting, pencil grip, writing etc.
- In all continuous provision areas, “Common Play Behaviours” documents provide guidance for staff to use to assess whether children are demonstrating “developing” / “secure” / “mastering” skills in the given area and how to extend and exploit opportunities to challenge all children to make enhanced progress.
- Our “Curriculum Goals” overview highlight all the things that we want children to know, experience and be able to do by the time they leave Reception class. This is shared with all staff.
- Communication and Language underpins our curriculum – there is a strong focus on songs, stories and rhymes in order to support children’s communication, language and literacy – as well as their early Mathematical understanding of concepts.
- All staff in the Early Years unit are “Word Aware” trained and ensure that children are exposed to a wide range of vocabulary through the curriculum, including stories and play opportunities.
- We have recently reviewed and developed our approach to the teaching of Early Maths in order to ensure children are well-prepared for their transition in to Year 1 and have firm foundations in number and mathematical concepts. We make use the NCETM Mastering Number materials and the Learning Trajectories for assessment in order that we can carefully track children’s developmental progression and align this with our teaching.
- Our Maths Lead (Deputy Headteacher) has recently secured funding from the SHINE Trust to complete a Maths project in Early Years. The project seeks to bridge the gap for disadvantaged children, providing a high-quality Maths curriculum based on storybooks with rich language as the driver. This will seek to improve mathematical skills of children in Nursery as well as embedding the communication and language foundations which they need to become ready for school.
- The Early Years curriculum ensures that children have a firm foundation for their future learning and extensive work has been undertaken to consider this curriculum alongside the curriculum for Year 1 and beyond – this exemplifies our commitment to providing our children with the best possible start for their future. Ongoing assessments of pupils’ learning guides teachers’ planning and next steps in learning.
- The Early Years lead has worked with all subject leaders across school to ensure that all staff understand the learning that takes place in Early Years and how this prepares children for the future. As a result, whole-school curriculum plans, link well to the Early Years curriculum content.
- Our curriculum “Rubber Stamp” applies down in Early Years as well and our curriculum is built upon these principles. Metacognitive strategies are used to support children’s learning and progress – such as retrieval practices and “bridging back” - children become familiar with these approaches to learning and will continue these as they move through school.
- Children are encouraged to become early readers through developing enjoyment of books and systematic, synthetic teaching of Phonics using the Little Wandle programme. We recognise that Phonics knowledge is key to reading and writing and therefore we carry out daily Phonics sessions, starting in Nursery.
- Outdoor learning is given a high priority and all staff share a passion and determination to ensure provision outdoors is strong. The Nursery Teacher has undertaken training in outdoor learning and has worked alongside the EYFS Lead to review, refresh and develop the outdoor environment. There is now a

range of meaningful and purposeful learning areas outdoors and these are supplemented and enhanced by a range of newly-purchased STEM-based resources. Children are encouraged to explore, create and collaborate – staff make maximum use of these child-initiated moments to enhance and develop learning.

- All staff in the EYFS are familiar with and knowledgeable about the EEF “ShREC” Approach: 4 evidence-informed strategies to promote high quality interactions with young children and time is given during phase meetings to explore how staff can make use of opportunities to: share attention, respond, expand and create conversation with learners.
- Both formal and informal monitoring visits to our Early Years unit demonstrate that our children are consistently deeply engaged with learning and demonstrate high levels of concentration. Incidences of children being ‘off task’ or disengaged with learning opportunities are incredibly rare.
- We believe that early identification is essential in ensuring all children receive appropriate timely support. All pupils are screened using the WellComm Assessment on arrival in to Nursery and Reception – these assessments are then used to create necessary intervention and support groups.
- The Early Years staff work closely with the SENDCo to ensure that, where there may be concerns or needs identified, children receive support quickly.
- We pride ourselves on having strong relationships with parents and carers and work hard to ensure that communication is effective. Home-school books are used to inform parents about learning undertake in school and suggest home learning activities/opportunities that may supplement this. A range of initiatives are used to encourage parents to come in to school, such as – Stay and Play sessions, “Mystery Reader”, Phonics and Early Maths Parent workshops etc. we also make use of the Marvellous Me communication platform to share positive messages with parents.
- We receive consistently positive feedback from parents and visiting professionals regarding their experiences of our Early Years unit. In July, one Reception parent shared: *“My child has settled quickly and thrived during their first stage of school – staff know the children and have kind and nurturing approaches.”*

Appendices to be read in conjunction with this Self-Evaluation (evidence)

- School Development Plan 2022-2024
- Staff / Pupil / Parent Surveys
- Dane Bank Whole School Curriculum documentation including Knowledge Overview documents.
- Subject on a Page documents
- Staff Meeting Overviews
- External Safeguarding Audit – July 2023
- Whole-school monitoring calendar
- External QA visit (Simon Taylor) – January 2023
- Curriculum – “Enrichment Programme”
- IDSR (due to be published in October 2023)
- Tameside LA Statutory Data Pack – Summer 2023
- ¹<https://educationendowmentfoundation.org.uk/news/eef-blog-anchoring-curriculum-knowledge-using-metacognitive-strategies>