

Millbrook Primary School



School Self Evaluation (SEF)

Updated: September 2023

School Context

- Millbrook Primary School is a one form entry primary school for children aged 4-11 set in a residential area of Cheshunt in Hertfordshire.
- Ofsted's Monitoring report of July 2021 recognised that, despite the pandemic, leaders have continued to make significant and effective improvements to the 'Quality of Education' for the children and noted that, 'Leaders and those responsible for Governance are taking effective action in order for the school to become a Good school.'
- The Office for National Statistics, together with Ofsted's IDSR report that income, employment, education, and crime deprivation indicators are all very high within our community.
- Our school has a number of challenges to learning, including a very low skill set on entry into reception and a high number of transience within our catchment area.
- The school has seen an increase of children eligible for free school meals as of September 2023 is 35% of our school roll and 37% of our children are eligible for Pupil Premium funding.
- Our school is made of a diverse community where twenty six languages are spoken.
- Our school has seven children with an EHCP and a further fifteen children with special educational needs (15% of our school cohort).
- Our families have high mobility and more than children (44%) joined the school during the academic year 2022-2023. Generally, these pupils achieve lower than those who leave which affects the overall school attainment.
- Due to historical reasons the number of children on the school roll is low. With 158 children, the school is at 75% capacity and this has a significant impact on the school budget. This resulted in amalgamation of KS2 classes in September 2023. The class structure consists of a year 3, year4/5 and year 5/6 classes.
- In September 2023 the school had a change of Headteacher. A new SENDCo joined the school also in September 2023.

Special Features:

Wraparound Care

- The school provides an after-school club from 3.20 pm until 6.00 pm

School Grounds

- The school has extensive grounds where all children are encouraged to participate in after school sports clubs

National Breakfast Programme

- The school is part of the National Breakfast Programme where all children receive breakfast each morning on entry into class

Progress against Ofsted areas for improvement

Area for Improvement	Action	Impact
<p>Leaders have outlined their intent for the curriculum clearly. However, there are variations in the implementation of the curriculum in some subjects and some year groups. Leaders need to ensure that their intended curriculum is being implemented consistently in all year groups and subjects when designing the learning. Teachers need to consistently check what pupils already know and understand when planning work. They should address where pupils have gaps in their learning so that all pupils can catch up quickly.</p>	<p>Monitoring schedules and regular coaching sessions have been implemented and carried out by senior leaders with subject leaders. Additional support has been gained through Herts. There has been an increased focus in 2023-24 to ensure subject leaders have the necessary support to continue their development. Support for English and Maths and EYFS are continuing from Herts.</p>	<p>Maths and English leads are confident in the teaching and learning of the core curriculum. Staff voice has enabled leaders to understand development areas and areas of strength.</p> <p>End of key stage data at the end of 2022-23 show progress is above national in writing with reading and maths in line with national.</p>
<p>Pupils' achievement in writing is not as good as it should be in key stage 1. Pupils do not apply the skills they have learned independently when writing. Teachers should ensure that pupils are fluent with basic skills, such as grammar, punctuation and spelling by the end of key stage 1.</p>	<p>English lead has worked with year 1 and year 2 teacher to support them to develop stronger pedagogical strategies that enable young writers to write.</p> <p>Continuous provision from the early years with the teachers working together has seen children making rapid progress.</p> <p>Experienced teacher in year two in 2022-23 has strong teaching know how to support children to enjoy writing.</p> <p>In 2023-24 year one teacher is an experienced teacher who is continuing to work with EYFS to build learning. Year two teacher is being supported by English lead with team teaching, planning.</p>	<p>Strong observations from EYFS year one and year two have been recorded in autumn 2023. Children's learning through the strategies implemented is realised by learners.</p>
<p>Subject leaders' work supports senior leaders' ambitious intentions for the curriculum. However, subject leaders are new to their leadership roles. Senior leaders need to ensure</p>	<p>Leaders have continued develop their skills in understanding the subject they are leading with support from Herts advisory. Working with the school HIP has</p>	<p>Confidence of leading subjects has grown. School HIP visits and reports demonstrate strong understanding of leadership.</p>

that all subject leaders have the knowledge and skills to check the quality of education and identify areas for improvement precisely	enabled leaders to demonstrate their knowledge and understanding of the school’s curriculum, Through their work with leadership team they have developed actions plans for their subjects. Monitored and reviewed against their action plans and have had regular meetings to review the progress.	Subject leaders can see impact of their leadership on their colleagues, through observations, book look, and pupil voice.
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Impact of Covid 19

Issue	actions
Attendance	The school has worked with parents and families to support and improve attendance. Learning mentor has engaged with parents and the attendance officer has supported families to overcome barriers and improve attendance
Mental health	The curriculum supports children with dealing with mental health matters. Learning mentor and SENCo work with children building relationships, confidence and awareness of self. Where needed counsellors are supporting identified children in the school setting.
Communication and language	The Early Years curriculum is developing to ensure all children are able to develop their communication language skills through initiated activities where adults support language and vocabulary through high quality talk. Directed teaching in small groups also support children to build on vocabulary. The learning of phonics through SSP Monster Phonics develops vocabulary further.
Gaps in pupils learning	Teachers identify gaps through diagnostics to enable them to plan effectively to the needs of their cohorts. Quality first teaching with formative assessment strategies within all lessons enables teachers to ascertain learning taking place and swiftly identify and adapt learning to ensure all children make progress. Where gaps are identified Targeted Learning Time is used weekly to enable teachers to close gaps to the learning of the week. Support staff run interventions for groups of children to support with identified gaps. This is reviewed regularly among teacher and support assistant.

Significant Changes and Factors since our last Ofsted (July 2021)

- The school has worked proactively with a range of school improvement partners – including NET and HfL in order to improve quality of education and pupils’ attainment and increase the capacity of the leadership to drive further improvement.

- The Millbrook Way - a whole-school, research based, pedagogical approach – has improved the consistency, quality and impact of teaching across the school. One teacher in 2022 received a National Teaching Awards Silver Award and in 2023 the EYFS team was awarded Early Years Quality Standards Silver Award.
- The redesigned curriculum is broad and balanced with defined intent and progression. Clear curriculum plans ensure the fidelity of all subjects and its cross curricular links strengthen pupils' knowledge and understanding.
- Revised assessment procedures, including the introduction of NfER assessment tool and pupil tracking are used to identify pupils and groups at risk of not fulfilling their potential and provision maps are in place to ensure that focus children receive the support they need to catch up and keep up
- Early reading and phonics has been implemented well and is taught consistently through the Monster Phonics programme.
- The School Values and House system have increased consistency and expectations for pupil behaviour and engagement. As a result, Pupils' behaviour and attitudes towards learning have improved and in March 2020 Ofsted reported that the pupils' personal development was 'Good'.
- The Learning Mentor provides valuable support for vulnerable pupils through set programmes and 1:1 sessions. This is further enhanced through external support for our families from the organisation CHEX. A sensory room provides a safe and calm environment for a number of emotionally vulnerable children.
- Pupils' spiritual, moral, social and cultural (SMSC) is enriched through school trips, regular visitors, extra-curricular clubs and participation in sporting events.
- A whole school structure to improve children's mental health and well-being has been implemented using SCARF (PSHE). Nurture group provides for vulnerable children. As well as counselling and support from external agencies such as Rivers, Strength in Mind, Safe Space.
- The arrangements for safeguarding are effective. Leaders and governors place a high priority on keeping pupils safe and the children say that they feel safe in school. The safeguarding team meet to review procedures and processes regularly as well as reviewing the children on the safeguarding register.
- The introduction of a coaching approach for staff development has helped for all class teachers/subject leaders to develop managing and leadership skills, thus helping them in their leadership journey.
- Middle leaders have been further supported to improve their skills through, Leadership East, NPQ and ELDP programmes. The Headteacher has begun the NPQH programme and has started the Hertfordshire based Moving to New Headship programme.
- The school continues to work hard to increase its positive partnership with parents and carers. During recent face to face parent consultations (Oct 22) overall take up was around 90%, an increase of 25% on previous (Feb 20).
- Attendance has improved over the last year and is currently at 92%.
- The school benchmarks and celebrates its progress using a range of Kite marks or other awards including the Primary Quality Mark and EYFS Quality Mark, the British Council International Schools award.
- EYFS Have achieved the Herts EYFS Silver Quality Mark (March 2023)

Quality of Education

Curriculum

Our curriculum promotes high expectations and is developed for the learners at Millbrook Primary School. The subject areas covered are contextualised to ensure children receive a broad and balanced curriculum. These include many opportunities to develop cultural capital through experiential learning, workshops, educational visits, links with our communities and opportunities to build lifelong skills – creating strong and lasting memories. The curriculum at Millbrook is intended to nurture learners to be effective contributors, confident individuals, responsible citizens and become successful learners. Leaders have designed a curriculum that provides our pupils, especially those living in disadvantaged circumstances and those with special educational need, the knowledge and cultural capital they need to succeed in their education and beyond. Our curriculum is designed to enable our children to develop advanced skills in communication, numeracy and digital competency in all areas. Furthermore, our curriculum makes explicit links between subjects, where appropriate, for example linking invasions in history, invasion games in physical education and writing in English and provides pupils with a range of memorable experiences, including real-life hands-on experiences, trips, residential visits and motivational visitors. Our curriculum also ensure our children complete thirty five amazing things before leaving our school.

Our curriculum can be contextualised through five key documents. These include:

- The Whole School Vision that clearly defines the intent, implementation and intended impact of the curriculum
- Curriculum Plans that ensure continuity, progression breadth and balance by defining the knowledge and skills to be taught in each subject in each year group
- Knowledge Organisers that break the subject curriculums down to identify the knowledge, skills, understanding and vocabulary to be taught within each topic
- The Post Unit Assessments that is used to evaluate the learning that has taken place in each topic / term
- The Barriers to Learning document that define the challenges that the children may face in their learning and the strategies that could be used to reduce their barriers

These documents are further supported by the ‘Millbrook Way’ – a research based pedagogical approach that define expectations and ensures consistency in quality first teaching across the school. The Millbrook Way is based on the Educational Endowment Foundation’s seven-step teaching model and includes the use of modelling, metacognition and adaptation. It is implemented and developed through a coaching approach that provides the individual support teachers need, to ensure there is explicit impact in the classroom.

The Ofsted Monitoring visit in July 2021 noted the positive impact that the Millbrook Way was having on expectations in planning, teaching and assessment. In addition it was noted that, ‘Leaders have organised the curriculum in a way that helps pupils to build their knowledge and understanding as they move through the school’ and ‘Teachers know what to teach and when to teach it.’

In September 2023 with the amalgamation of the mixed classes in key stage two, subject leaders have adapted the curriculum to meet the learning needs and ensure appropriate sequencing and progression. This work is ongoing and being completed with the support of a curriculum advisor.

Reading

At Millbrook we place a high importance on developing accuracy and fluency in reading.

In Reception and KS1, the approved Monster Phonics SSP was implemented from September 2021. To improve the proportion of pupils achieving the year one phonic screening check the following changes have been made:

- Baseline assessments have been completed on all children in year one on entry enabling the teacher to address gaps quickly and plan sessions to meet children's needs
- Leaders have increased the tracking of pupil's progress in phonics to ensure rapid progress
- Reading books have been checked to ensure they match the SSP

Learning in reading is structured by a clear progression framework. Guided reading sessions take place daily in key stage two.

To promote the love of reading children are read aloud to daily by their class teacher.

The school library is visited by every class weekly as timetabled.

Children take home books to read and parents are encouraged to read with their child and record this in the Reading Record.

Progress in reading is evaluated using teacher assessment against the identified targets and through NfER reading assessments. End of key stage two reading progress data demonstrates an improving trend.

From year two onwards PM Benchmarking is used to enable teachers to assess children's reading ability and match books effectively.

English

- A clear progression document outlines the skills to be taught in each year group and a detailed curriculum map ensures a balance of experience across a range of genres and subjects with a focus on the purpose of writing.
- Live marking is used to recognise progress and identify next steps for improvement.
- Children are challenged to demonstrate their new understanding through unaided 'Golden Book' writing tasks which are used as the basis of assessment.
- As a result of our approach to teaching writing pupil progress outcomes at the end of key stage two are significantly above national average.

Speaking and Listening

- Learning in Speaking and Listening at Millbrook Primary School is structured through the Millbrook Talk for Learning Framework which is influenced by the work of Voice 21 Oracy Framework. This was introduced in April 2023. We intend our 'Talk for Learning' curriculum to not only be the key to developing children as communicators, but also a pedagogical vehicle for delivering our highly effective curriculum.

Mathematics

- The school has developed a consistent pedagogical approach in Maths based on the CPA (Concrete, Pictorial and Abstract) approach. Continuity and progression is ensured through the use of HfL Maths Essentials planning and teachers use the diagnostic testing included within the scheme to identify gaps and adapt to meet the needs of their classes.

- Live marking is used to address misconceptions and help children to move on.
 - Misconceptions are dealt with effectively as they arise as teachers and support staff have the confidence to adapt learning to respond to the needs of the children.
 - Teachers use Targeted Learning Time to further help children address gaps in their learning. Fluency Fridays focus on building arithmetic and mental mathematics skills. This is further supplemented by NfER assessment each term.
 - Attainment at the expected standard at the end of key stage two is above national average and in line with national average at the end of key stage one.
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- Recent lesson visits (October 2023) showed that the Seven Step model is implemented consistently by teachers. In lessons visited teachers' subject knowledge was strong in the majority of classes. Where practice was weaker Leaders have put in place the required support. Formative assessment was seen and this enabled learners to build on existing knowledge. Teachers use weekly Targeted Learning Time to help identified children address misconceptions in their learning. To support specific children, a range of interventions are used and these are delivered by support staff and the SENDCo.
 - Staff and SENDCo have worked together to define the challenges that the children may face in their learning and the strategies that can be used to reduce their barriers. This document is used by teachers to support inclusion for all learners and by subject leaders during monitoring.
 - The school works with an extensive range of outside agencies to provide advice and targeted support for children

Behaviour & Attitudes

- Our pupils' behaviour and the attitudes they display are positive. Pupils enjoy excellent relationships, both with each other and with staff.
- The behaviour policy is based on the school's five values;
 - ❖ Inspired and Inspire Others
 - ❖ Heard and Cared for
 - ❖ Respected and Respect others
 - ❖ Successful and help others to Succeed
 - ❖ Resilient and help others to develop Resilience

These are followed consistently by all staff and the therapeutic 'steps approach' has empowered both adults and children to feel confident about conflict resolution.

- The school's behaviour strategy has had positive impact across the school. This has led to a vast reduction in the number of disruptive incidents and they have been key factors in accelerating progress for all pupils, whatever their ability, or needs.
- The school promotes positive behaviour and engagement through a wide range of awards and rewards.
- As a result, pupils behave well in lessons and enjoy learning. In September 2023 Governors who visited the school reported that, 'behaviour is very good and it is very calm within school'.
- The Hertfordshire Steps training delivered by the Learning Mentor that ensures consistency of approach across all staff and promoting children's mental health.
- For those pupils who have particular needs additional support is provided through a nurture group. As a result pupils with behaviour needs are better able to self-regulate and follow the school's behaviour expectations.
- The school also has a Sensory Room which provides a safe, calming environment for a number of vulnerable children on the SEN register.
- The school has a clear Anti-Bullying policy which, is based on the belief that every child has the right to feel happy and safe in school. Pupils understand that bullying is wrong. If they have any worries pupils say that they feel confident to speak to an adult. They know that adults will listen to their concerns and quickly sort them out.
- Suspensions have reduced as a result of the embedded Behaviour policy and staff training. In 2022/23 there were 2 suspensions of 2 children.
- The school works hard to promote attendance through establishing positive relationships with families and helping them to overcome their barriers to attendance. As a result attendance has improved over the last year and is currently at 94% at 31.10.23
- The school works proactively to reduce rates of Persistent Absence however this remains high compared to national average. We liaise with the attendance Officer at HCC and follow the protocols.

Personal Development

- We take huge pride in ensuring that our children’s personal development and overall wellbeing is at the core of what happens at Millbrook. Our comprehensive PSHE programme supported by the SCARF PHSE curriculum contributes significantly to this.
- The school values, ‘Believe and Achieve’, provide a clear structure for pupil engagement and the school has established structures including a House System and School Junior Ambassadors and ECO WARRIORS that provide opportunities for pupils to take responsibility within the school.
- Children tell us that they feel safe and know who to speak to if they have a problem of any kind. The Beehive ‘Open door’ initiative throughout the school day plays an important part for all children; supporting them to be ready for learning and improving engagement throughout their school life.
- SMSC has been improved by strengthening provision with RSE & PSHE using the CLE SCARF materials/Workshops. These help pupils learn about staying healthy and looking after themselves, both mentally and physically, in personal, social and health education lessons.
- Pupils are protected from radicalisation and extremism through training and special events and equality and respect for others are promoted on a regular basis along with British Values through Assemblies and our PSHEC programme. These also support awareness of Child Sexual Exploitation (CSE) and the delivery of Sex and Relationships Education (SRE).
- On-line Safety is provided through the computing and PHSE curriculum and the school regularly sends out information provided through the National On-line Safety Website. As a result Pupils are aware of e-safety and safeguarding dangers and are quick to challenge it, either by themselves or by contacting a member of staff.
- Diversity is actively promoted. We celebrate a range of social and cultural events including Yom Kippur, Eid, Passover, Diwali, and Black History Week. A visit from a equality advisor in February 2023 recognised the school’s positive work. There is good support in place for vulnerable pupils. Examples of this can be evidenced in the case studies.
- CHEXS provide an excellent mentoring and leadership programme supporting identified children in Years 4 and 5. Further emotional resilience support is provided by our play therapist and social and emotional mentoring is provided by the Elms PE coach.
- Children enjoy taking part in a wide variety of sports activities including inter-school competitions and festivals.
- In 2022/23 we took children to run the mini London marathon and attended the Young voices choir.

Leadership and Management

A significant focus since the last inspection has been establishing and reinforcing systems of leadership and management capable of delivering rapid and necessary progress.

Senior Leadership

- Along with the Headteacher, school leaders have high expectations of what the children can achieve.
- SLT monitoring has led to clear improvements in teaching and learning and behaviour. The School has developed a robust approach to the monitoring of provision across the school and the results are always fed back to staff for individual improvement and used to reflect on and improve whole school provision.
- External Advisors; HIP, Maths, English and Early Years Advisors are involved in monitoring activities, ensuring quality assurance.
- The school has a robust SDP that drives whole-school improvement against clearly defined priorities.
- The SLT has adopted a coaching approach to staff development which provides the individualised support that teachers and subject leaders need to respond to their own and their pupils' needs. At the same time, a rigorous performance management system is in place. This both encourages and supports individuals and challenges improvement and the achievement of targets.

Subject Leadership

- Developing the capacity of subject leaders to account for the quality of provision and drive improvements continues to be a significant priority within the SDP.
- Subject Leaders are fully involved in the development of the curriculum at all stages – its intent, implementation, review and impact.
- They review the curriculum on a regular basis to ensure it provides breadth and balance, but more importantly, captures and develops the children's interests and extends their skills and knowledge.
- Subject leaders use the Subject Leadership monitoring timetable to monitor the quality and impact of provision through planning reviews, work scrutinies and learning walks. These ensure that subject leaders have a secure understanding of the quality of provision and priorities for improvement within their areas of responsibility and are taking the appropriate steps to improve the quality and impact of teaching further.
- All subject leaders receive individual support and coaching and are enrolled on professional qualifications including NPQ. The Leadership East training on Stepping into Leadership and Growing into Leadership has supported admin, support and teaching staff grow in confidence and empowering them to lead in their work.
- Subject leaders use regular PLMs to address improvement priorities to strengthen pedagogy within their subjects.
- Accountability measures include achievement tracking, moderation and termly pupil progress meetings. These are triangulated with classroom visits, book scrutinies and pupil conferencing and have helped both leaders and teachers raise expectations of pupil achievement

The Governing Body

- The Governing Body have an understanding of provision within the school and other areas such as safeguarding and the scrutiny of school finance.
- Governors have allocated areas of responsibility and visit the school to evaluate progress against the school development plan.

- Twice yearly School Development Reviews hold school leaders to account for the quality of provision and the impact of improvement strategies
- The Governors and Leaders care about staff workload and well-being and have taken care to put in place a range of strategies to manage this. For example, changes to the marking and feedback policy were made in June 2023.

Safeguarding

- Is effective at Millbrook.
- Our safeguarding Policy is updated as per KCSIE 2023
- There is a Safeguarding team in place that takes responsibility for its children. They meet once per half term in full, but have a weekly meeting to catch up on safeguarding matters that have occurred that week.
- Safeguarding training is at the forefront of staff development. Safeguarding is discussed at weekly staff briefing.
- All statutory training is in place and regularly updated. Training is uploaded to Arbor
- The school uses CPOMS to record its concerns. This is audited regularly which enables the team to reflect on its actions and ensure we are taking prompt and proportionate action
- The school was audited by HCC in October 2023 – this found our practice was effective
- The school conducts safeguarding scenarios and reviews as part of its practice
- There is a safeguarding schedule of actions in place
- The Chair of Governors is the link governor for safeguarding and regularly attends to check its details and sign off the SCR
- In the event of CPOMS system failure, the staff revert back to using the 'yellow' concerns forms
- Safeguarding leaflets and visitors badges are handed out by Reception admin.
- There is an electronic sign in system
- There is a safeguarding information board in the staffroom
- Photos and contact emails of the safeguarding team are in locations around the school.

Early Years

- Since the appointment of the EY Lead in September 2021, there has been a drive to significantly increase outcomes and progress for all pupils, regardless of ability. Low attainment on entry is acknowledged and accelerated progress is 'a non-negotiable'. This is achieved through excellent teaching, high expectations of what the children can achieve, increasing involvement with the parents and quality provision that stimulates the children's interests.
- The EY lead has an accurate picture of the strengths and weaknesses of the provision, hence the recent improvements in the outdoor area. Her high expectations are transmitted to all staff and all practitioners ensure that the needs of the children are identified to give them the support they need. The children's individual interests are always considered in planning work.
- As a result, our early year's practitioners have created an open, exciting and inviting environment that enriches focussed learning activities by providing children with easy access to additional resources that promote exploration and independence.
- Children are quick to follow clearly established routines. They choose their learning and the things they want to use and tidy them away when they have finished
- An online summative profile provides a clear assessment of pupil progress and supports parents to engage pro-actively in their children's development
- Safeguarding is effective and there have been no breaches of statutory welfare requirements. The children's health, safety and wellbeing are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures. All are reviewed on a regular basis.
- The children are developing a good understanding of how to keep themselves safe. Some of the children bring challenging behaviours with them, which our staff work on assiduously. Their behaviour overall is good, and improves as the year goes on.
- Parent engagement is excellent with effective transition arrangements between all stages, pre-start meetings and stay and play sessions. This minimises disruption to learning and allows children to settle quickly.
- Improved partnership working between the Early Years team and other local provisions ensures that a high level of support is available to families as children progress through the foundation stage and on into KS1
- PPM and provision mapping process ensures high teacher's expectation of pupil achievement which has led to a significant improvement in predicted performance
- The result of the improvements within EYFS is reflected in the significant improvement in the percentage of children achieving a Good level of Development. This rose 33% from 39% (2019) to 67% (2023). Thus exceeding LA and National Averages
- The use of external advice has helped to support the learning and behaviour of children identified with SEN and our robust safeguarding and behaviour policies encompass the EYFS. As a result, children tell us that they feel safe within Early Years
- In March 2020 Ofsted identified that provision within the early years was 'Good' and that 'Children make a good start and learn well in early years'. The report noted that 'Early years is an exciting and stimulating place to learn. Children are encouraged to investigate and explore their environment. Adults plan activities that develop early writing, reading and mathematics. Adults use questioning well to extend play. Children show good concentration to see activities through.'
- Our strong practice has been recognised by external accreditation - EYFS achieved the Bronze award Quality mark with HfL In 2022. In 2023 they achieved HFL EYQS Silver Award.