

Willow Primary Academy and The Piper Centre Self-Evaluation 2023-24

Summary Evaluation

Willow Primary Academy is an urban community school on the outskirts of the city of Gloucester. There are 7 classes within Willow Primary Academy and 3 classes in The Piper Centre, a Specialist Resource Centre, which caters for children with ASD and Communication and Interaction Needs that is part of the school. The majority of the children in The Piper Centre do not live in the local community. The school was graded inadequate at its last Ofsted (May 2018) but was academised in April 2021 and became part of SAND Academies Trust.

We have strong school values, centred around the word PRIDE (Positivity, Respect, Individuality, Determination and Excellence), which are embraced by all members of the school community. They drive everything that we do.

We PRIDE ourselves on being warm, welcoming and nurturing which helps to generate an inclusive environment. We have high aspirations for all of our learners, no matter their own individual starting point. We provide a supportive and adaptive environment to ensure that children achieve their full potential. Children have a low starting point on entry to school. A high proportion of children come from disadvantaged backgrounds, therefore we provide comprehensive and timely family support. We recognise the importance of placing high priority on parental engagement and support.

Pupil numbers have significantly increased since September 2022. We have 10 additional places in The Piper Centre and Willow Primary Academy has increased by 71 pupils.

A new leadership formed in September 2022, after the appointment of a new Headteacher and two new Assistant Headteachers. Progress has been strong over the last academic year, as evidenced through SIP Reports. We have a strong and involved Local Advisory Board, which have a range of educational experiences, who provide both support and challenge.

School Context

- Number on roll: 194
- Gender balance: The school has 56.2% boys and 43.8% girls.
- Proportion of children classified as disadvantaged - Service 1, Child in Care or Previous Child in Care 4, FSM 108 – Total = 113 = 58.2%
- Proportion of children with special educational needs (SEN Support) 39 = 20.1% (high compared to national average of 12.6% from July 2022)
- Proportion of children with an education, health, and care (EHC) plan = 41 = 21.1% (high compared to national average 4% from July 2022)
- Proportion of children who speak English as an additional language is 24 = 12.37%
- Children' attainment on entry to the school is lower than average.
- Overall absence rates are in line or better than DfE Averages from data published in April 2023

Areas of concern

- Attainment is currently below national average
- Writing is the weakest of the key areas of Reading, Writing and Maths
- A robust curriculum and assessment system is being embedded within Piper Centre

Overall effectiveness

- The Leadership Team has brought about rapid improvement and change in the quality of education through rigorous self-evaluation, planning and collaboration with a number of external support services who have offered both challenge and support. Subject Leaders have shown increased knowledge and skill of their own subject and have a greater understanding of their roles and responsibilities. Subject Leaders have ownership over their subject.
- A strong culture of having 'PRIDE in all we do' has improved the school for pupils, staff, parents and governors. Actions are driven by a thoughtful, reflective and evaluative senior leadership team who clearly understand where improvements are required in their pursuit of improving outcomes for all.
- The Local Advisory Board is working effectively to discharge its core duties. Local Advisory Board Members are keen to provide both support and challenge and have a monitoring schedule in place.
- The curriculum is broad, balanced with high aspirations for attainment of all pupils. It is robustly implemented and consolidated. Where appropriate, pupils with SEND follow individual sequenced subject learning pathways to ensure pupils make good progress. Preparing children for the next step in their learning journey is at the centre of the school's vision and values and is reflected in the school's curriculum, which is broad, balanced and ambitious for pupils. Communication and oracy are golden threads through the curriculum.

- The Early Years curriculum has been purposefully designed to take into account the low starting points of our pupils with a particular focus on high quality interactions.
- The whole environment has been transformed to inspire a love of learning and a sense of pride and ownership. The Piper Centre environment has been adapted to suit the complex needs of the pupils, given the changed commissioning brief.
- The school places a strong emphasis on developing and nurturing relationships and the strength of these are apparent inside and outside of the classroom. Generally, pupil behaviour is good. There are fewer incidents of challenging behaviour, those that occur are managed well and do not often disrupt the learning of other pupils.
- School effectively prepares pupils to negotiate the real-life challenges and opportunities of an increasingly complex world, enabling them to become well rounded young people who can contribute and be included in their local community and wider society. We support them to be healthy (mentally and physically), safe (online and offline) and equipped to thrive in their relationships and careers.
- Safeguarding is effective and monitored diligently by Local Advisory Board Members. Safeguarding incidents are analysed on a whole school and individual level. This was evidenced in the recent external safeguarding audit. Strong, effective relationships with parents, other stakeholders, and the local community.
- Effective use of Government funding including Pupil Premium and Sports Premium to ensure that disadvantaged pupils make the same rate of progress as their peers and experience. There are equal opportunities for all.
- Attendance has increased from 2021 – 2022 to 2022 – 2023. PA has significantly reduced. Attendance in The Piper Centre is above the national average for special schools.

The Quality of Education: *Good*

| Evaluation statements based on practice and impact | Evidence |
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| <p>Intent</p> <ul style="list-style-type: none"> • The curriculum is ambitious and designed to give all pupils the knowledge and cultural capital needed to succeed in life. • Reading is a key priority at Willow Primary Academy and staff recognise that it is the gateway to all learning. Our approach to reading ensures that pupils’ fluency, comprehension and enjoyment for reading is enhanced and that they have the foundations for future learning. • The Willow maths curriculum is designed to help pupils to gain increasing mathematical proficiency and build confidence in their ability. • The Willow writing curriculum is designed to develop a love of writing where they can use effective and appropriate vocabulary. Children will write clearly, accurately and coherently, adapting their style for a range of purposes and audiences. • The oracy curriculum enables pupils to communicate effectively using standard English so that they apply this accurately in their writing. • Teachers have high expectations for all pupils who are encouraged to take pride in their work. • Every pupil has an effective way of communicating. Piper Centre uses a Total Communication approach. Willow uses a range of communication strategies for specific pupils to meet need. • The Piper Centre curriculum is based on acquiring core foundation skills before moving on, with an emphasis on Communication. Language and Interaction development which runs as the golden thread through the curriculum and pupils Readiness to Learn. The core curriculum is based on the National Curriculum but adapted to meet our pupil’s needs. Core subjects taught are Reading, English and Communication, Maths and Cognition, PSHE, PD/PE and RE • Piper Centre pupils follow an individual learning journey that has the pupil’s EHCP small steps at its core and is not defined by age, but by need and achievement. Our intent is to provide a broad and balanced curriculum, opening rather than closing doors to future health, happiness, | <ul style="list-style-type: none"> • Curriculum Policy • Teaching and Learning Policy • Feedback and Marking Policy • Assessment Policy • SEND Documentation • Subject Overviews and Progression Documents • Subject Handbooks • School website • CPD • Monitoring documents • SIP Visits • RWI Development Days • LAB Visits • Subject Leader Data Analysis • Pupil Conferencing |

inclusion in society and their local community and success educationally and personally.

Implementation

- A broad and balanced curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge, vocabulary and skills for future learning. Series of lessons contribute well to the delivery of the curriculum intent.
- Willow's curriculum is fully embedded and delivered consistently across the school. The Piper Centre curriculum is in place for all areas of learning.
- The curriculum is adapted to meet the needs of pupils with SEND: supporting them in developing their knowledge and skills and applying what they have learnt with greater independence.
- Learning environments are designed to support pupil's learning and celebrate achievements
- Teaching materials have been carefully chosen to ensure that there is no unnecessary workload for staff, but they reflect the school's ambitious curriculum intentions.
- Assessment information is used well to check for understanding or check differing starting points because of the pandemic or pupil mobility; this is used to inform teaching. Assessment is also used to help pupils embed and use knowledge fluently. Misconceptions are identified and feedback is given directly either in verbal or written form. Teachers adapt their teaching as necessary.
- We demonstrate fidelity to synthetic phonics program; Read Write Inc. Reading books connect closely to the phonics knowledge that the pupils are taught.
- All pupils are exposed to high quality literature from a range of authors and wide range of themes through story times and wider curriculum.
- The teaching of maths facts and methods is sequenced well, and pupils benefit from teaching that is systematic and clear. Pupils are given opportunities to rehearse and apply the important mathematical facts, concepts, methods and strategies they have learned.
- 'Live' assessment occurs in every lesson to enable teachers spot errors quickly and address any misconceptions or gaps in learning.

- Teachers carefully adapt activities to ensure that all pupils can achieve the intended outcome.
- Teachers model across the curriculum and high quality examples are displayed so that pupils can refer to them when working independently.
- Within the Piper Centre, learning is delivered through sequential pathways and schemes of work such as RW Inc and White Rose Maths. Curriculum starting points are based on initial robust baseline assessment and identification of specific needs, gaps or missing learning that pupils might have that might hinder their progression.
- School have employed a Speech and Language Therapist to support pupils across school. As part of the support, she works with individuals, delivers training to all staff and provides plans for teachers to action within the classroom.

Impact

- Subject knowledge of teachers is good and appropriate CPD is provided for teachers where needed. This enables teachers to present the subject matter clearly and effectively using strategies to continually check pupils' understanding.
- Willow pupils read widely and often. Children achieve well and this ensures that children gain the phonics knowledge and language comprehension necessary to read confidently.
- Willow pupils are more enthusiastic about reading and can talk more confidently about the texts that they have read and make connections.
- 86% of Willow pupils passed the Phonics Screening Check at the end of Year 1.
- Pupils apply mathematical knowledge, concepts and procedures appropriately for their age.
- Pupils are skilfully prepared for the next stage of their education and pupils with SEND achieve the best possible outcomes.
- Writing moderations take place both within school, with partner schools and through external moderation confirming teacher judgements are accurate.
- Pupils can talk confidently about their learning to a range of audiences. Pupils are able to recall key knowledge when talking to leaders and other visitors.

Areas for development

- To continue to close the gap between school-based data and the national averages for maths
- To raise attainment in writing
- Embedding the new Piper Centre curriculum and ensuring staff have appropriate skills to develop this
- Embedding a new system for data collection for pupils with SEND

Behaviour and Attitudes: *Good*

| Evaluation statements based on practice and impact | Evidence |
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| <ul style="list-style-type: none">• The school has high expectations for behaviour, which are applied consistently and fairly and reflected in behaviour stats.• The PRIDE Values ensure that we have high standards for pupils' behaviour and conduct. Pupils are able to articulate the meaning of these and refer to them within their own learning.• The expectations around behaviour are understood by all and applied consistently and fairly. Low-level disruption within lessons and throughout school is minimal and when it does occur it rarely affects lessons or the day-to-day running of the school.• There is strong support from leaders in supporting staff to manage behaviour.• The PRIDE Value of Individuality supports the school's work around bullying. Bullying is not tolerated and any incidents of bullying are dealt with quickly and effectively and are not allowed to spread.• Pupils' attitudes towards school are positive. Pupils are committed to their work, know how to be independent and are resilient to do so. If they have setbacks, they are able to overcome these and have pride in their achievements, which are regularly celebrated through school systems. Relationships between staff, pupils and parents reflect a positive and respectful environment where pupils report that they feel safe.• Many pupils have good attendance and most are punctual to school and lessons. Appropriate action is taken when this is not the case, specifically in the case of pupils with persistent absence. | <ul style="list-style-type: none">• Positive behaviour policy• PRIDE displays in class and school• Reward system• SEND Policy• Anti bullying policy• Class meetings• Attendance records and analysis• Rewards for attendance• Use of Pupil Premium• CPOMS chronologies• Attendance case studies• CPD, e.g. ADHD foundation and de-escalation• Team Teach training• SIP Reports |

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| <ul style="list-style-type: none"> • Case studies, attendance data and working with external professionals' evidence demonstrable improvements in behaviour and attendance of pupils with particular needs. • Attendance is improving over time and if there is no improvement with attendance, then the school has clear, robust systems in place to deal with this quickly and effectively. There is clear evidence of implementation and referrals. • The children's learning behaviours have been recognised as calm and purposeful by external professionals. • Fixed term suspensions are used appropriately, and effective reintegration occurs. | |
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Areas for development

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| <ul style="list-style-type: none"> • Ensuring the high expectations for pupils is adhered to by all staff at all times • To implement a system for identifying, addressing and tracking pupil progress against SEMH needs • Continue to monitor and reduce absence and persistent absence with a particular focus on Year 5 |
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Personal Development: *Good*

| Evaluation statements based on practice and impact | Evidence |
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| <ul style="list-style-type: none"> • The curriculum extends beyond the academic and provides for the pupils' broader development. The school provides a range of opportunities to develop and stretch pupils' talents and interests, for example, being part of the school's Pupil Leadership Team, representing the school in Young Voices or at a sports event or enrichment weeks. Through this we promote equal opportunities for all. • Participation in extra-curricular activities is consistently high including among those from disadvantaged backgrounds. • The curriculum and the wider work support pupils to be positive, respectful, individual and determined characters who strive for excellence. • There is high quality pastoral support in place and a strong Family Support Team who also undertake individual work with pupils. • Pupils are prepared for life in modern Britain by developing their understanding of the British Values, which link closely to our PRIDE values. | <ul style="list-style-type: none"> • Intervention plan and analysis • Play therapy records • Pupil Leadership Team minutes / activity • Displays • School website • Willow wonders • Pupil views – safeguarding • Parent survey for SEND • Assemblies plan including visitors • CPOMS entries • School trips and visitors • Enrichment week / days, e.g. careers week |

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| <ul style="list-style-type: none"> • The curriculum is designed to help pupils understand, appreciate and respect difference in the world. They have opportunities to explore different beliefs and opinions that are different from their own and they show respect for these. • The curriculum also supports pupils in developing their understanding of how to be responsible, respectful and active citizens in the local community and broader society and there are many opportunities to discuss issues and ideas in a considered way, including in assemblies. • They show respect for the different protected characteristics and no forms of discrimination are tolerated. • Pupils are well supported for the next phase of their education, and are enabled to make successful transitions. | |
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| Areas for development | |
| <ul style="list-style-type: none"> • Pupils make healthy lifestyle choices and this is promoted throughout school. Pupils know the foods to eat that make them healthy, the know how to maintain an active lifestyle and keep mentally and physically healthy. • Developing the spiritual opportunities | |

Leadership and Management: *Good*

| Evaluation statements based on practice and impact | Evidence |
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| <ul style="list-style-type: none"> • The Leadership Team have a clear focus on the staff team through an effective staff structure and clear line management. This ensures leaders engage meaningfully with staff at all levels and are aware of any issues. Any issues identified are addressed quickly and appropriately. • There are strong, shared values, policies and practices in place. The vision focuses on providing a clear and ambitious education for all pupils. There is a clear drive and determination from leaders to improve teachers subject, and pedagogical content knowledge in order to enhance the teaching of the curriculum and effective use of assessment. • Leaders have successfully mentored Early Career Teachers and Apprentices. • A strong induction is in place for new staff. | <ul style="list-style-type: none"> • CPD • School website • Displays around school • Appraisal documentation • Parent questionnaires • Staff questionnaires • ECT mentor records • Staff meetings plan • Class meetings • Roles and responsibilities • LAB visits / minutes • LAB Reports |

- Leaders ensure that all pupils complete their programmes of study and provide appropriate support for staff to ensure this happens.
- Leaders value staff wellbeing are realistic about workload and managing staff workload is always a priority.
- Leaders ensure that highly effective and meaningful engagement with staff at all levels takes place and any issues that are identified are consistently, appropriately, and quickly dealt with.
- Leaders engage effectively with pupils, parents, trustees and the wider community. These opportunities are purposeful and well-timed in line with school development priorities.
- The LAB has a clear vision and strategy, manage resources effectively, and hold school leaders to account, acting as a critical friend.
- The school has a strong of culture of safeguarding. Leaders quickly identify pupils who may need early help or who may be at risk from harm and make appropriate referrals in a timely fashion. There are effective mechanisms in place for safer recruitment and managing allegations about adults who may be a risk to pupils. The LAB and The Trust ensure it fulfils its statutory duties in relation to safeguarding.
- The school has a clear ethos and vision statement in place, and effectively promotes its own Values, British Values and SMSC throughout school.

- Safeguarding audit, top tips and team meetings

Areas for development

- Ensuring a rigorous process is established for managing low level concerns
- To enhance provision for maintaining staff health and wellbeing

The Quality of Education in Early Years: Good

| Evaluation statements based on practice and impact | Evidence |
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| <p>Intent</p> <ul style="list-style-type: none"> • There is an ambitious curriculum in Early Years which is centered around early reading and driven by quality texts. This is adapted to suit the needs of all learners, (particularly those with SEND) and builds on their starting points and interests. • Communication and Language is a priority. This is enhanced through back-and-forth interactions, adult modelling, stories, songs and rhymes. Communication and Language is a golden thread throughout each of the prime and specific areas of learning. • Pupils feel safe, happy and secure. • There are clear routines and expectations in place, so that the children feel confident within the learning environment. • There is a high emphasis on building independence and resilience. • The children are encouraged to name and talk about their emotions. Staff are caring and nurturing and are committed to safeguarding pupils. • The learning environment is organised, purposeful and adapted to ensure there are high levels of engagement. The different areas are adapted throughout the year, as the children’s needs and interests develop. • The indoor and outdoor areas are set up to allow for continuous provision. • There are high expectations for staff and pupils. • The characteristics of effective learning are enhanced through the PRIDE values. • Pupils have varying starting points, so we ensure that Cultural Capital is further enhanced by providing pupils with a range of opportunities and experiences. | <ul style="list-style-type: none"> • My Plans/EHCPs and reviews • Intervention planning • SALT assessments and targets • Skill progression documents • Learning walks - High-quality interactions during CP, play-based learning with in-the-moment planning, which addresses next steps, enhancements in provision • Next steps display for staff • Pupil progress tracker • Home visit and pre-school notes • Curriculum termly overviews • Parent survey analysis • Early Years Curriculum overview • Phonics progress tracker • RWI development day reports • Phonic assessments • Fast Track Tutoring progress document • Class meeting notes • Tapestry • Learning Journey books/Phonics books |
| <p>Implementation</p> <ul style="list-style-type: none"> • The curriculum is planned in-line with the Statutory Framework. Development Matters and a granular skills progression document for the 7 areas of learning are used to ensure pupils’ next steps are tracked and that progress is being made. | |

- Information gathered from pre-schools and parents, as well as a carefully planned transition into school means that we can determine a clear baseline for each child and can use this to plan next steps in learning. An early baseline also means that we can monitor progress throughout the year. Transition into school is well thought-out and includes pre-school visits, TAC meetings, SEND reviews, home visits and stay and play sessions.
- Pupils quickly develop positive relationships with the adults and their peers. This supports pupils' well-being. Every staff member builds a relationship with every pupil and gets to know them very well, even prior to them starting school.
- Planning is responsive to the pupils' needs and interests. 'Planning in the moment' is used by practitioners during child-initiated learning, so that pupils' next steps can be addressed immediately. These teachable moments take place as a result of careful observation. Some observations are recorded, but not all, as the majority of the time needs to be spent with the children to extend their learning.
- Early identification of need has ensured that timely support is provided by the SENDCO and advice from outside agencies has been sought, so that interventions and adaptations to the curriculum can be made. Interventions are also put in place for non-SEN pupils, who are not yet on-track with their learning.
- The curriculum develops over time in a logical and systematic way. It is developed to ensure that the children are provided with challenging learning experiences, which prepare them for the next stage of their learning in Year 1. It is a knowledge-rich and skills based curriculum, which provides lots of opportunities for learning to be revisited and embedded. This ensures that children know more and remember more. Links to previous learning are made regularly, particularly through enhancements in provision or through interactions between staff and pupils.
- We place a high emphasis on learning through play within our continuous provision. We use high quality interactions through the ShREC approach to ensure that practitioners find opportunities to join in alongside pupils in child-initiated play and have back and forth interactions, where they can model, question, challenge and support pupils, so that new learning can take place or learning can be revisited. This then enables them to plan in-the-moment opportunities to address next steps, so that pupils move on in

their learning. There are long periods of uninterrupted child-initiated learning.

- Resources are open-ended to ensure there are opportunities for pupils to be imaginative and creative in their play.
- Pupils are taught to read using the systematic synthetic phonics programme: Read, Write, Inc. Phonics is taught daily and the teaching is consistent across the different groups. The teacher remains with the pupils who are not on track, to ensure that they catch up quickly. Fast Track Tutoring is put in place to ensure that pupils currently not on track make accelerated progress. The reading books that are taken home are closely matched to the child's stage within SSP. Regular assessment takes place to ensure that pupils are receiving exactly what they need.
- Developing Communication and Language through all areas of the curriculum is a priority for us - we have high expectations for modelling high-quality interactions through play. We share a range of vocabulary with our pupils through talk and stories. Pupils take part in daily 'Rhyme Time' sessions and also learn a poem each week through 'The Poetry Basket'.
- Early Reading is of high importance - Storytime takes place daily, and there is also a book for the week where a high-quality text is shared through our Drawing Club approach. We value the importance of reading and ensure that books are available to our pupils throughout the provision. High-quality picture books are sent home in the book bags each week, for every child to enjoy with their family. 'Bedtime Bear' is also sent home each week with a chosen pupil, so that quality story times can take place as a family, whilst being cosy with a hot chocolate from the story sack!
- In order for pupils to have a settled start to school each day, the children enter the classroom and take part in linked provision activities. These activities are based on the cohort need and are therefore usually linked fine motor development. This also supports pupil well-being and is an opportunity for staff to check-in with pupils, so that interventions can be put in place for those who require it.
- We ensure there are ample opportunities for children to strengthen their core muscles and fine and gross motor skills through physical play. Our children have access to the outdoor environment throughout the day, in all

weathers. Here, they are able to develop through exploratory and sensory experiences. There is also a large area for more active, physical learning.

- Religious festivals are also celebrated, so that pupils can begin to understand what life is like for people who may live in different countries and have different cultures, beliefs and life experiences.
- We offer our pupils a range of different experiences through having visitors into school and trips out. We also make use of our school grounds to further develop the 7 areas of learning – i.e. Outdoor learning in the Wild World.

Impact

- GLD was 62% for Willow in 2022 - 2023
- End of year expected progress/above expected progress from baseline (with missing data removed):
 - CL – 33%/48% (41%/59%)
 - PSED – 29%/52% (35%/65)
 - PD – 33%/43% (41%/53%)
 - L -24%/52% (29%/65%)
 - M – 52%/24% 65%/29%)
 - UTW – 52%/29% (65%/35%)
 - EAD – 57%/24% 71%/29%)
- End of EYFS parent survey analysis (July 2023) – 100% of parents surveyed (13/21) either agree or strongly agree the following:
 - My child is happy at school
 - My child has built good relationships with their peers
 - My child has built good relationships with staff
 - I am pleased with my child's progress in Reception
 - I think the staff know my child well
 - I am happy to talk to staff about my concerns
 - I know how to support my child with reading and phonics
 - I am happy with the start my child has made at school
 - My child talks about school at home – 92% (one child non-verbal – 8%)
- Pupils talk positively about school and are enthusiastic, independent learners who are ready for their next phase of learning.
- Pupils show high levels of engagement whilst in Continuous Provision.
- Pupils show good learning behaviours whilst in phonics and during lesson inputs for Maths and Topic.

Areas for development

SAND Academies Trust

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