



Harborne Primary School - Context

Harborne Primary School is a 3 form entry 4-11 age community school, growing to a 4 form entry school by 2024. Our current capacity is for 780 pupils, growing to 840 by 2024. We are a popular, over-subscribed school with a wide ethnicity mix. The proportion of pupils eligible for free school meals is 8% compared to 39% in Birmingham. 31% pupils have English as an additional language, compared to 41% in Birmingham. Pupils supported with an Education, Health and Care Plan (EHCP) is at 1%, lower than Birmingham's 3%. The proportion of pupils who receive special educational needs support is at 7%, compared with 15% in Birmingham. We operate across two sites, with a distance of roughly 0.8 miles between our main site on Station Road and our Annex at Court Oak Road.

Our statutory assessment results for 2022 were as we expected for GLD in Reception and for KS1, slightly lower than in 2019; however, they were higher for KS2. We fully expected the attainment of our younger children to be more impacted by the last 2 years of disrupted education; being aware of this means we will address in the following years to close the gaps.

Our three main drivers for improvement in the year 2022-23 are:

H – High standards and expectations

P – Parental engagement

S – SEND pupils

Areas for Development from last inspection

Ensure that pupils respond to the very detailed comments in teachers' marking of their work to further accelerate progress.

Progress Measures

Performance Data – July 2022 (Statutory Assessment)

End of Year Assessment	2022 School EXS Outcomes	2022 School GDS Outcomes	National Average EXS 2022	National Average GDS 2022	2022 School Progress
EYFS (GLD)	67%		65%		
Y1 Phonics	85%		76%		
Y2 Reading	73%	19%	67%	18%	
Y2 Writing	66%	8%	58%	8%	
Y2 Maths	76%	13%	68%	15%	
Y2 Science	87%		77%		
Y6 Reading	93%	43%	75%	28%	3.1



Y6 Writing	79%	15%	69%	13%	1.2
Y6 Maths	86%	43%	71%	22%	3.92
Y6 EGPS	91%	46%	72%	28%	
Y6 Science	88%		%		
Y6 RWM	76%	12%	59%	7%	

Progress – 2021-22 (In school Assessment, entry to summer)

	Reading	Writing	Maths	Science
R	+0.3	+0.2	+0.2	
Y1	+0.2	+0.1	+0.1	0.0
Y2	+0.0	+0.1	0.0	-0.2
Y3	+0.1	+0.2	+0.3	+0.0
Y4	+0.2	+0.3	+0.5	+0.4
Y5	+0.6	+0.8	+0.6	+0.0

Attainment – Summer 2022 (In school Assessment)

	Reading	%	Writing	%	Maths	%	Science	%
R	WA	78	WA	73	WA	69	WA	54
Y1	WA	67	WA	64	WA	70	WA	77
Y2	WA	67	WA	46	WA	51	WA	63
Y3	WA	55	WA	55	WA	61	WA	65
Y4	WA	62	WA	56	WA	74	WA	72
Y5	WA	85	WA	80	WA	90	WA	90

Overall Effectiveness

Our School Vision: 'Happy Pupils Succeed – developing confident, successful children with a natural love of learning, through an aspirational and inspirational curriculum where everybody is valued.'

- **Quality of Education** is high quality and effective, because our skilled and experienced teaching staff have maintained a broad and balanced curriculum and sequences of lessons enable children to build on their knowledge and skills. Despite the pandemic, our end of key stage data has remained high; we have identified year groups causing concern and put targeted support in place. Progress has remained excellent.
- **Behaviour and Attitudes** is very effective because leaders and staff work together to create a safe and positive environment where pupils behave well and have positive attitudes to their learning and to each other.



- **Personal Development** is very effective because all staff support pupils to develop in many diverse aspects of life, providing opportunities for them to develop spiritually, morally, socially and culturally and to develop confident and resilient characters to support them to become responsible and effective citizens.
- **Leadership and Management** is aspirational for the strategic development of the school, engaging and supporting all stakeholders in the long term vision of the school.
- **EYFS** is very effective because leaders and staff are committed to having high expectations for all children's achievements, providing a curriculum which encourages engagement, motivation and critical thinking and enables children to develop the knowledge and skills required for their future learning.

Quality of Education

Self Evaluation Grade: Outstanding

Evidence (Strengths)	Areas for Development
<p>Intent:</p> <ul style="list-style-type: none"> • At Harborne Primary School, we value children as individuals: celebrating their achievements and supporting their individual needs within a framework of equal opportunities. • Our broad and balanced curriculum is coherently planned and sequenced and prepares the children for the next stage in their learning. • Curriculum intent and implementation are consistent and secure across the school because all staff are involved in curriculum development, working as part of a core and a foundation faculty which meet regularly throughout the term. Teachers in each year group attend PPA together, as one team. • Pupils' work is of the highest standard and all pupils, but especially our SEND pupils, are supported to achieve well in a supportive classroom environment. 	<p>Intent:</p> <ul style="list-style-type: none"> • Ensuring the curriculum prioritises learning to allow children to recover lost learning, and the catch up programme and recovery curriculum is used effectively to enable children to embed their learning. <p>Implementation:</p> <ul style="list-style-type: none"> • Support and mentor the new subject leaders in Maths, PE and MFL, aiding transition from the old leaders. • Work alongside faculty and subject leaders to further develop and embed a shared curriculum vision and a well sequenced, coherent curriculum pathway from Reception to Year 6.



<ul style="list-style-type: none"> • Rosenshine's principles of education are considered when sequences of lessons are planned and teachers model new concepts consistently. • Safeguarding updates are provided for all staff as necessary throughout the year. <p><u>Implementation:</u></p> <ul style="list-style-type: none"> • Teachers have good subject knowledge and present subject matters clearly, promoting discussion with their class. Pupils' learning is checked systematically and teachers use strategies to help pupils remember content in the long term. • The school promotes a partnership between staff, parents, governors and the wider community, in order to enhance children's learning. • Assessment for learning tools are used systematically across the school to promote further discussion and allow teachers to gauge the level of the class' understanding of a concept. • Pupils are taught learning behaviours from reception to Year 6. All classrooms have a Characteristics of Effective Learning display board, which is part of our 'Classroom Essentials' checklist. • Pupils are introduced to the best that has been thought and said and are encouraged to appreciate human creativity and achievement through a structured programme of cultural capital. 	<p>Impact:</p> <ul style="list-style-type: none"> • Monitor the quality of education across the school through SLT analysis, subject leader work and year group leader support, and ensuring it is in line with Ofsted recommendations for outstanding Quality of Education.
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<ul style="list-style-type: none"> Teachers routinely use both formative and summative assessment practices to inform their practice and support the children in the consolidation of new concepts. <p>Impact: Pupils consistently achieve highly, are prepared for the next stage of their education and are nurtured and kept safe and happy while in the care of the school.</p>	
Behaviour & Attitudes	
Self-Evaluation Grade: Good with Outstanding features	
Evidence (Strengths)	Areas for Development
<ul style="list-style-type: none"> Our 'Happy Pupils Succeed' vision defines the way in which all staff approach their relationships with children, parents and carers. The HPS Home School agreement sets out expectations of behaviour and responsibilities for school and pupils, and is signed by parents when children join the school. The philosophy of our Behaviour and Anti-Bullying Policy is designed to promote a positive ethos of good behaviour in which children can work and play well together with other people. Our whole-school aims and our Behaviour and Anti-Bullying Policy are designed to promote the message that we do not tolerate bullying at Harborne Primary School. (RE and RHE lessons, assemblies, Anti bullying week, E-safety lessons) Staff maintain a calm and orderly environment in the school and classrooms (clear routines throughout the school) 	<ul style="list-style-type: none"> Amendments were made to our Behaviour Policy include impact of pandemic.



<p>modelling use of resources, explicit teaching development of independence)</p> <ul style="list-style-type: none"> • <i>YGLs, SLT, SENCO and Pastoral Teams work across both sites, interact with classes regularly, and support teachers and children.</i> Referrals are made to external agencies when further support is needed. • Children with EHCPs, SEMH and other SEND show a general improvement in behaviour with support from the SENCO and Pastoral Teams (IBPs, SIG groups, 3 houses activities). Parents and carers are involved in development of strategies so that there is a clear, and shared understanding of how their child is being supported. • We have focused on developing learning behaviours across the school and our Behaviour Policy to include Characteristics of Effective Learning (CoEL). • Positive behaviour of pupils is rewarded with variety of whole school and individual class methods (e.g., verbal praise, Whole School Good work assemblies, Zone Board, Happy Ticks, House Points, marbles in a jar, Secret Student). • Attendance at HPS is above the national average. Non-attendance and persistent lateness are monitored daily and dealt with by our Attendance Officer and Senior Secretaries. We are a Spotlight school?? • Suspensions at HPS are rare, and usually put in place as a last point on a pupil's IBP, or for serious incidents (e.g., bullying, racist, verbal or physical abuse towards a pupil or staff member). We have a positive behaviour approach when 	<ul style="list-style-type: none"> • Learning Mentor at Annex to work more frequently at Main Site to further develop her knowledge and needs of children across the school. • We continue to embed CoEL, and are beginning to review the use of rewards and sanctions, particularly around the behaviour and conduct of our pupils.
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<p>working with our families and aim to make the child's return to school a fresh start.</p> <ul style="list-style-type: none"> • There is strong pastoral knowledge and support of children and their families due in part to excellent staff retention, and has fostered positive relationships with learners and their families. • Our creative approach to assemblies, RE and RHE curricula give our children the opportunity to share and discuss their ideas about challenging issues in an open, non-judgemental and active way. • Pupils at HPS are safe because of our approach to Safeguarding and Medical needs. All staff understand safeguarding is the responsibility of everyone who works in our setting. (Inductions, MyConcern, KCSiE training, safeguarding updates in weekly briefings, INSET). • The SLT and Pastoral team hold monthly/ half termly meetings to discuss the progress and updates of any safeguarding concerns in the school, possible strategies and further actions needed. • All staff attend training for medical needs annually. Specific staff are trained for First Aid, children with medical needs are identified, and care plans are established with the School Nurse team. • The whole staff has worked hard to meet the challenges of a split site and to achieve consistency between the two settings. Use of Teams/Zoom has made communication within the school easier, more effective and consistent e.g., Faculty meetings, PPA and assemblies. 	<ul style="list-style-type: none"> • All staff are encouraged to continue their professional development particularly in relation to safeguarding through courses suggested by PT and SLT (e.g., ACEs) • Staff continue to build upon specific activity days with half termly/termly visits and activities between sites. In addition, staff have made alternative provision for Annex when more suitable e.g. Year 3 library visit where MS pupils visited Harborne Library, whilst Annex pupils visited Quinton Library.
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<ul style="list-style-type: none"> YGLs facilitate relationships between children in the same year group on both sites e.g., Year 2 Victorian Seaside Day, Year 3 Stone Age workshop. 	
Personal Development	
Self Evaluation Grade: Good with some Outstanding Features	
Evidence (Strengths)	Areas for Development
<p>At HPS, we allow our children the opportunity to develop and grow as individuals and global citizens, guided by our strong school ethos, our creative curriculum and the many opportunities and experiences they enjoy during their time with us.</p> <p><u>School culture</u></p> <ul style="list-style-type: none"> We have a culture of personal responsibility. Throughout the school, children are encouraged and supported to take responsibility for their own actions and say if the behaviour of another person is adversely affecting them. Our pupils are expected to have an opinion and share it appropriately and respectfully with others. We have high expectations of behaviour as well as academic attainment. Our children are expected to have a voice and play a part in the running of the school. . Issues with inappropriate behaviour are dealt with firmly and quickly by both teaching and pastoral staff and, where possible, involve parents. Pupils are encouraged and supported to make amends. 	<ul style="list-style-type: none"> H – High standards : return to pre-covid routines and reinstate our previously well-established School Council, to ensure our pupils have a voice in the running of their school. P - Parental engagement : in partnership with Science Faculty and all staff, continue to develop the new RHE curriculum, adding to the statutory elements by using valuable objectives and lessons from the old PSHE curriculum. S – SEND pupils : with SEND Coordinator, ensure children with additional needs are fully integrated in RHE lessons and their learning outcomes are good.



<ul style="list-style-type: none"> • Teaching our RHE obligations through The Birmingham Approach and RE through SACRE, the themes from both are expanded upon in assemblies, themed weeks, and special events throughout the year. • An important thread running through our Whole School Assembly Schedule is Cultural Capital. • HPS prioritises provision of pastoral support with 2 full time Pastoral Support staff who work with individual and groups of children, parents and families, staff and a huge range of outside agencies, this ensures consistency on both sites. • All staff are given regular, statutory, safeguarding training as well as additional medical training. They monitor pupils causing concern via our portal, <i>My Concern</i>. • We also have a strong citizenship focus in our staff led and pupil led assemblies, as well as celebrating the cultural influences around us. • As a truly multi-cultural school, all children at HPS, regardless of sex, religion or background, experience a wide range of cultural and religious experiences that will be different from their own. <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • We are constantly reviewing our broad curriculum to take account of new guidance and current thinking. • We are updating our Computer Science curriculum to focus more on programming as well as online safety (via Purple Mash). This will better prepare our pupils for the modern world. • Cross curricular links are made with PE and Science as well as RHE to ensure our children have the tools to lead healthy lives. 	
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<ul style="list-style-type: none"> • We dedicate time for the discrete delivery of the RHE curriculum as well as allowing teachers freedom to address issues specific in their class as needed. <p><u>Experiences</u></p> <ul style="list-style-type: none"> • At HPS, we aim to encourage participation in a wide range of additional opportunities and experiences. • We have strong links with CBSO, Services for Education, who facilitate over 120 music lessons across both sites each week as well as performances at venues such as The Town Hall and Symphony Hall. • We work with Premiere Active and many outside agencies to offer a wide range of before and after school opportunities. • We provide residential experiences throughout our pupils' school life in years' 2, 4 and 6. • In assemblies and as part of our RHE work, we promote the qualities of tolerance and respect for the rule of law. Participation in our School Council or as a House Captain gives children the opportunity to see democracy at work in a meaningful and age-appropriate way. 	
Leadership & Management	
Self Evaluation Grade: Good with outstanding features	
Evidence (Strengths)	Areas for Development
<ul style="list-style-type: none"> • Strong senior leadership team, know the school and the community well; expanded last year from 4 SLT to 5. • In second year of a trialled new leadership structure to include Year Leaders. 	<ul style="list-style-type: none"> • H-High Standards: (i) Ongoing improvement of the curriculum statements of intent and curriculum maps for each subject. This is well established in core



<ul style="list-style-type: none"> • School motto regularly shared in assemblies and staff training; vision clear and explicit in school ethos. • Comprehensive CPD programme to improve knowledge, build collaboration and share common practices. • Agreed assessment policy and practice, data input onto Insight tracker, AHT leading statutory assessments. • Subject leaders given leadership time to monitor and evaluate the teaching, aided by the curriculum evaluations. Curriculum statements of intent and curriculum maps still an ongoing development. • External SEND review in June provided clear guidance for improvement. SEND team expanded Sep 22. • Pastoral team continues to provide support and an inclusive education for all. • Begun to re-immersing our parents back into the daily life of HPS. Ongoing development to re-establish strong relationships and links. • Clear/regular engagement with parents and the community, promoting school values, vision and ethos. • Parent survey last year showed generally positive attitude towards the school; summary of positive points, points to work on and subsequent actions shared in the weekly newsletter. • Positive working relationships with community partners promoting good outcomes for our pupils, eg., HT consoriturum, UoB, BEP, SIP. • Leadership survey showed general approval of new leadership structure, contributing positively, achieving planned outcomes. Issues identified, reviewed and amended for second year of trial. 	<p>subjects and some foundation subjects, but is still developing in other foundation subjects. (ii) Need to promote the involvement and work of the link governors with the subject leaders.</p> <ul style="list-style-type: none"> • P-Parental engagement: (I) Re-establish strong relationships and links with our parental community. (ii) Consult with parents to review the school website. (iii) Appoint new co-opted parent governor. • S-SEND pupils: continue to improve the provision for our SEND pupils, using the SEND review report from June 2022, to provide an inclusive education for all.
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<ul style="list-style-type: none"> • Staff wellbeing survey demonstrated a generally positive attitude towards school; 'You said, we did' document shared. • Staff workload considered to support staff wellbeing: eg marking codes, end of year report, SEND reviews with parents, data input. • New staff wellbeing initiatives introduced last year appreciated by staff. • Policies support and protect staff: Staff Health and Wellbeing Policy, Whistle-Blowing and Serious Misconduct Policy and Staff Code of Conduct. Pastoral team available for staff referrals. • One governor vacancy for co-opted parent governor. To be advertised and appointed in autumn term. • Committed and effective governing body work closely with senior leaders, providing challenge and support. Need to re-establish the involvement and work of the link governors with subject leaders. • Governors regularly review Equalities Objective Statement and monitor Accessibility Plan. • Strong safeguarding practise and commitment at all levels: including KCSIE, updates, DSL meetings, My Concern, pastoral support, Section 175 Safeguarding Audit. Two safeguarding governors meet with pastoral manager. 	
Early Years Foundation Stage (EYFS)	
Self Evaluation Grade: Good with outstanding features	
Evidence (Strengths)	Areas for Development
H-High Standards <ul style="list-style-type: none"> • Strong, enthusiastic and mainly experienced team who have high expectations and are committed to changes associated with new EYFS framework. 	<ul style="list-style-type: none"> • H-High Standards Continue to hone our provision and practice to meet the needs of the current EYFS framework and of our current cohort.



<ul style="list-style-type: none"> • Training for individual staff on the new EYFS framework. • Staff have adjusted their planning to create long and medium term plans which meet the requirements of the new EYFS Statutory Framework which came into effect from September 2021 and can be adapted in the short term to meet the needs of each class/cohort. • Year Leaders on both sites who are experienced Reception teachers and who can work collaboratively to develop consistency and good practice across both sites. • Arrangements for RBA are supportive to needs of children and built into transition timetable. • Recent improvements to outdoor provision on both sites <p>P-Parental Engagement</p> <ul style="list-style-type: none"> • Return to quality transition arrangements with stay and play sessions, induction meetings and nursery visits in Summer term. • In September we make home visits to support the smooth transition of our 120 new pupils and build relationships between staff and parents • Dedicated place on website for information for new families, also a dedicated email address that is monitored throughout transition period including school holidays • Reading meeting in September to support parents to support their child with reading and phonics • Friends coffee morning to try to engage new parents with school community also Bedtime Stories and performances. <p>S-SEND</p> <ul style="list-style-type: none"> • Established new role of Reception SEN TA to support large numbers of EYFS pupils with early intervention and targeted 	<ul style="list-style-type: none"> • P-Parental Engagement To send clear and welcoming messages to parents and pre-school settings from their first contact with school. To establish a partnership. To ensure they have the information they need to support their child's learning and transition to school and moving forward their participation in school life. • S- SEND To provide a language rich environment and excellent early language and literacy provision to support the communication and language development of all our pupils in readiness for the next stages of their education. To act promptly to identify those with additional language and communication needs and provide them with high quality targeted early support.
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<p>support to ensure they make good progress- initial priority on behaviour/ routines, communication and self help skills but moving onto fine/gross motor and early phonics/reading.</p> <ul style="list-style-type: none">• Continue to evaluate role of SEN support TA's in Reception to maximise their impact on the cohort.	
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