



School Evaluation Sept 2023

Updated Dec 2023

Updated April 2024

Progress since last Ofsted inspection – May 2022.

Ofsted said the following:

“Leaders should ensure the whole curriculum is well planned to enable pupils to build effectively on what they already know. Leaders need to monitor the curriculum more rigorously to ensure the whole curriculum is consistently taught well. Leaders need to ensure assessment procedures identify what pupils have remembered and highlight gaps in pupils’ learning.”

Since May 2022 subject leaders have evaluated all subjects and put in place a curriculum that clearly sets out the programme of study for each subject from nursery to year 6 highlighting what children are expected to learn (know and remember) in terms of knowledge, skills and vocabulary. Pupils are assessed against the curriculum in a number of ways which include but are not limited to: mini tests, end of unit assessments, rapid recall, Flashback 4 pupil/teacher dialogue and evidence captured throughout the course of a lesson. Ongoing assessment is used to inform a yearly grading for each child for each subject. Pupils not achieving the expectations for their age are highlighted throughout the year and the information is shared with the teacher of the following year so that opportunities can be taken to address this.

Curriculum monitoring has been established over the last year and has included the following: book looks, classroom visits/drop ins, pupil voice interviews, staff confidence/subject knowledge audits and resources audits. Governors have spent time in school monitoring the changes made; an external consultant has worked with school to help develop processes and further procedures have been informed by work completed with The Great Heights Academy (DfE appointed). [A programme of monitoring has been developed over 2023-2024 which has shown leaders that pupils are knowing and remembering far more than they have previously. Recording methods have changed throughout the year to reflect best practice for each subject, gather appropriate but not onerous information and support teachers’ work-life balance.](#)

Quality of Education

The curriculum at Mill Lane did not sufficiently meet the requirements of the Ofsted framework; it did not consistently evidence a carefully planned and sequenced learning path indicating the knowledge, skills and vocabulary children need to know in order to succeed in all subjects. Now the school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The curriculum was completely re-planned during 2022-2023 and we will use 2023-2024 to monitor its efficacy returning to parts of the curriculum in 2024-2025 where necessary. [2023-2024 has seen a complete overhaul of our curriculum and associated progression grids to more clearly document realistic expected learning – this is ongoing and will be reviewed annually.](#)

Maths and English were a strength of our school and will remain at the very heart of everything we do as they embed the skills that unlock future learning and equip children to succeed in life. [Both maths and English, despite being strengths within school, have also been reviewed and changes are currently being put in place to further develop consistency and to ensure that teaching meets the needs of all pupils.](#)

Reading is prioritised to allow pupils to access the full curriculum offer. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. Pupils are only asked and expected to read what they have been taught and are confident with. Pupils have a wide variety of books to explore and enjoy outside of structured reading lessons through an extensively stocked library and a wide range of class books which have recently been supplemented with £5000 worth of books to support children's understanding of inclusion and diversity. Children enjoy class stories and novels throughout school.

Assessment of pupil's learning will be an ongoing element of subject leadership in 2023-2024. Mill Lane will develop and refine its assessment processes to ensure children are given as many opportunities as possible to learn what they need in order to prepare them for the next stage of their learning. As disciplinary knowledge become embedded they will offer children the opportunity to revisit concepts and knowledge specific to one subject so that skills are built upon and revised over time. For example, children will learn "how to be a scientist" as well as learning about the human body.

Recording methods will continue to be reviewed throughout the year to ensure accurate information is captured in a manner that does not cause teachers excessive workload, enables pupils to take pride in their work and establishes firm footings for subsequent learning.

Teacher knowledge and confidence will remain "on the agenda" and the quality of bought schemes will continue to be reviewed.

Pupil voice will form a significant part of monitoring to ensure all practices work together to create a fruitful learning environment for all our children from youngest to eldest.

Behaviour and Attitudes

Pupils at Mill Lane generally behave well although we do have a small number of pupils for whom self-regulation remains a challenge. Each child is treated as an individual and all interactions are personal and based on positive and caring relationships. Mill Lane has always based behaviour management on relationships and care and it is this approach that will continue to underpin our way of working. We will continue to train Peer Mediators so that children learn the value of resolving small issues themselves and learn to take responsibility for their actions. Restorative Practice has been at the heart of Mill Lane for many years and this will continue to be developed across school for children and adults alike.

Attendance will continue to be a focus for Mill lane as we battle to return to previously higher levels of attendance; persistent absentees remains an area we have to focus upon – progress has been made in 2022-2023 but the picture remains unacceptable with 28% of the school being classed as persistently absent.

At the end of the first term in 2023-2024 attendance had improved significantly through the use of a daily focused attendance system – Appendix 2. Attendance at 30-10-23 was 95.55% and had been tracking higher than national as measured by FFT over the previous term. Persistent Absentees (PA) have reduced significantly since last year and are currently at 17% - this equates to 26 pupils of whom 10 will cease to be PA if they attend school in the first day after half term. **Updated Dec 2023 – attendance is tracking at above 95% and PA below 14%.**

Pupils report, through the use of pupil voice interviews, that they feel happy and safe at school and talk about negative behaviour being limited to a very small number of pupils. Pupil Surveys show us that the vast majority of pupils feel happy and safe at school for those pupils who did not feel this way work has been completed to help them. Dec 2023

Personal Development

Mill Lane remains committed to the personal development of all pupils in order that they become a caring, valued and valuable member of a society where they are able to make a positive contribution. Through an integrated PHSE and RSE curriculum that extends beyond the statutory to include current themes such as “fake news” pupils are well prepared for their journey through life.

Some pupils will continue to take on roles that empower both them and the children they support/represent such as Peer Mediators, Play Leaders, School Councillors and more.

Mill Lane provides high-quality pastoral support – we aim to understand negative behaviour and provide support rather than punishment wherever is reasonable. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. Pupils at Mill Lane have an age-appropriate understanding of healthy relationships and of the protected characteristics and can explore these concepts through high quality teaching/lessons and the provision of classroom reading books.

Leadership and Management

All leaders have high expectations for all pupils at Mill Lane Primary School.

Governors hold the head teacher to account through effective governing body meetings and visits to school. Following a period of reflection the Governing Body is currently participating in an external review to enhance and strengthen the support they offer. [Governors are now acting upon the advice of the external review and are in the process of developing their action plan based upon this advice.](#)

The Head Teacher leads by example in supporting effective professional development, leading to better outcomes for pupils in a manner that is respectful of a good work life balance.

Subject leaders work in teams to ensure all judgements are balanced and the curriculum is developed appropriately for all pupils. Teachers are supported in developing the skills and knowledge where necessary.

Safeguarding is strong throughout the school with information provided to the appropriate person in a timely manner enable swift and effective action to be taken where necessary. An external safeguarding review is planned for January 2024.

Early Years

Leaders have ensured the curriculum planning includes both nursery and reception to ensure that the foundations of learning in all subjects is securely embedded.

There is a focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. Recent self evaluations have identified oracy as a significant area of need in the Early Years and wider school; from Autumn 2023 pupils will be screened in their first term in reception and provided with either additional in school support or a referral to an external provider to ensure they develop oracy to a level that enables them to engage and succeed in their own learning.

Our approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of reception. Children who struggle to access the daily phonics lesson have individual input and support.

Appendix 1

Key Stage 2 (year 6) Attainment 2022-2023

*ARE – Age Related Expectations ** SPAG – Spelling, Punctuation & Grammar Figures in brackets show national results.

ATTAINMENT – WHERE CHILDREN ENDED UP		
	Mill Lane % pupils achieving ARE*	Mill Lane % pupils achieving above ARE*
Reading	78 (73)	26 (29)
Writing	83 (71)	4 (13)
Maths	87 (73)	13 (24)
Combined R,W & M	78 (59)	4 (8)
SPAG**	83 (72)	17

Scaled Scores

All year 6 pupils sat tests in reading, maths and spelling, punctuation & grammar. Each score was converted to a “scaled score”.

A scaled score between 80 and 100 means that a child is working towards the national expectation. A scaled score of 100 means that a child has met the national expectation. A scaled score of 110 or above is classed as working at a higher standard.

The table below shows the average scaled score for Mill Lane against the national picture..

SCALED SCORES	
Reading	105.5 (national 105.1)
Writing	N/A
Maths	105.5 (national 104.2)
SPAG	105.2 (national 104.9)

Average progress scores

The progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school.

They are a type of value-added measure, which means that pupils’ results are compared to the actual achievements of other pupils nationally with similar prior attainment.

	Mill Lane	Kirklees	National
Reading	3.4	-0.43	0.03
Writing	3.5	-0.17	0.05
Maths	3.7	0.04	0.04

Appendix 2

Attendance Strategy 2023-2024

In the last week of 2022-2023 all parents of children were written to and their child's attendance sheet for the year was included. The percentage was converted to day and weeks of education missed.

2023-2024

The attendance register will be checked every day by the HT (office in her absence). The following action will be taken:

First absence

A reason for the absence will sought if not already provided. Each family will receive a letter or phone call – each letter will be personalised depending upon historical attendance. If attendance has been poor last year this will be pointed out with factual information such as weeks missed and number of absences. The letter will be sent via the hub on day 1 of the absence

Absence will be monitored and daily contact made with parents

If absence extends beyond 5 days the HT will request a meeting – unless there is a serious illness/injury meaning extended absence is needed in which case home support will be offered if appropriate.

All absences will be tracked on a whole school register and in individual pupil files.

Second Absence

The HT will contact parents to discuss the reason for second absence. Depending upon last year's attendance and the reason for first two absences of this year a meeting may be called.

Third Absence and/or absence approaching 7.5%

A meeting will be called with the HT and an attendance contract may be put in place.

Absence approaching 10%

Parents will be invited to attend a meeting with the HT and a representative of Kirklees' Safeguarding in Education (formally Attendance and Pupil Support Officer).

All absence that is not authorised beyond 5 days will be fined eg holidays

Positive Support

Attendance Rewards Assembly will be held every week where all children with 100% attendance for the prior week will be rewarded and each class will be rewarded with £1 for everyday they had 100% attendance in the prior week. At the end of the year classes can spend this money on a whole class treat.

Children who have had previously poor attendance will be noticed in a positive way when in school.

Children will be praised for making an effort to come to school when they may not feel 100% but are not ill enough to be at home.

Regular messages will be sent to families to keep them updated about attendance eg which classes have 100% attendance, how many absences have been on a Monday, how we are comparing to other schools nationally (FFT data) etc

Individual families may be sent a pro-active text to encourage attendance the following day if they have previously had poor attendance.

Letters and texts will be used to thank families for their support and encourage ongoing good attendance.

Appendix 3

Pupil Survey Nov 2023 – results shown as percentage of responses

I enjoy school	All the time	Most of the time	Some of the time	Almost never	Never
	54	39	6	1	0
Teachers help me to do my best	In every lesson	In most lessons	In some lessons	In very few lessons	In none of my lessons
	79	15	6	0	1
My teachers give me work that challenges me	In every lesson	In most lessons	In some lessons	In very few lessons	In none of my lessons
	39	26	24	9	2
I enjoy learning at this school	All the time	Most of the time	Some of the time	Almost never	Never
	66	28	4	1	1
Teachers listen to what I have to say in lessons	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	67	28	8	0	0
There is an adult at school I can talk to if something is worrying me	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	58	26	11	2	1
The behaviour of other pupils in my lessons is good	All the time	Most of the time	Some of the time	Almost never	Never
	21	57	18	0	1
The behaviour of other pupils around school is good	All of the time	Most of the time	Some of the time	Almost never	Never
	19	58	19	3	1
Is bullying a problem at your school?	It doesn't happen it	It happens and teachers are really good at resolving it	It happens and teachers are good at resolving it	It happens and teachers are not good at resolving it	It happens and teachers do nothing about it
	35	38	24	2	1
I feel safe when I am at school	All the time	Most of the time	Some of the time	Almost never *	Never *
	76	14	8	1	3
*What makes you feel unsafe at school?	because my mum is not here I never know when there is going to be a fire..... going to the bathroom big children can knock me over at playtimesometimes people push mewhen you are in the MUGA and it is wet you can slip				
My school encourages me to look after my physical health (for example healthy eating and fitness)	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	85	12	3	0	0
My school encourages me to look after my emotional and mental health	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

	69	25	5	0	1
I take part in school activities outside of lessons, like clubs, sports, music and art	Very frequently	Frequently	Sometimes	Not very often	Never
	44	16	15	8	16
My school encourages me to be independent and to take on responsibilities	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	75	22	4	0	0
My school encourages me to respect people from other backgrounds and to treat everyone equally.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	85	12	3	0	1
My school provides me with information about my next steps	Yes, but it was too much information and was not helpful.	Yes, I received the right amount of information that was helpful.	Yes, but there wasn't enough information that was helpful	No, I haven't received any information.	
	45	18	6	0	
I would recommend this school	Yes	Maybe	No		
	73	14	2		