

Excellence in Pupil Development Award

Verification Report

School name:	Knowsley Village Primary School
School address and postcode:	Sugar Lane, Knowsley Prescott L34 OER
School telephone:	0151 289 5349
School website:	https://knowsleyvillageschool.co.uk/
Head teacher:	Mrs J Barlow
Head teacher's email:	knowsleyvillage@knowsley.gov.uk
EPDA coordinator:	Mrs J Barlow
EPDA coordinator's email:	
Award verifier:	Jill Tordoff
Award adviser (if applicable):	
Date of verification:	26 th January 2023

Commentary on the evidence provided:

The EPDA co-ordinator clearly presented an extensive range of evidence for all the KPI's in the portfolio to exemplify the promotion of personal development in all areas of school life. This included subject curriculum books for each class, updated EPDA action plan, SIP reports, questionnaires with analysis of responses and an future identified actions, relevant policies, pupil leadership roles, staff training, enrichment activities, transition arrangements, links with some local and national organisations and different approaches to communicate with staff, pupils and parents. Evidence presented demonstrated there was monitoring and evaluation of all KPI's taking place on a regular basis to reflect on achievements and to identify if any areas can be further developed.

Strengths identified during verification:

Knowsley Village Primary School was judged as continuing to be 'Good' by Ofsted in January 2018 and the report recognised that the school is 'determined to ensure pupils enjoy

academic and social pursuits, become resilient learners and realise their potential'. The school welcomes external validation by means of the NAHT Aspire peer review and the SIP includes a regular review of personal development on school visits. The headteacher stated 'every child is valued and all staff work as a team' with the school promoting the values of "Respect For all". These values are integral and embedded in the curriculum and each term a value is focused on with teamwork running through all the values. The EPDA team, with support from the school governors, has implemented the EPDA action plan and the head teacher shares termly reports with governors. Each half term governors join with members of SLT to conduct a thematic audit and governors meet with staff and children to gain their perspective. A governor reported that 'pupil voice is a strength of the school'. Evidence of success is demonstrated by positive feedback from governors, staff, parents and pupil questionnaires. Ongoing monitoring and evaluation has led to the identification of school strengths as well as areas of development.

The school has robust policies in place to promote and develop pupils' personal development and skills and policies are available on the school website. These are annually reviewed and all staff are required to sign when they have read each policy. The school ensures it includes statutory guidance in relevant policies and for ease of access has simplified the anti-bullying policy.

The school adopts a broad approach to promoting personal development using Curriculum Maetro in all curriculum areas to encourage 'enquiry, expression and to build on prior knowledge'. The curriculum is further enriched by residentials, school trips and a wide range of focused days such as world book day, maths day, remembrance day, aspirations day, sports week, creative working week, black history month and links with other agencies such as Save the Children, WWF, Children in Need and the local food bank which all help to 'make it more like real life'. Personal development is also taught using the PSHE KAPOW programme, to all year groups by a HLTA member of staff. Lessons are divided into three overarching themes: Families and relationships, health and well-being and safety and the changing body. The lessons 'give an opportunity to increase knowledge and understanding of topics as well as providing scope to explore feelings and listen to the views of others'. Lesson plans are on google drive and the PSHE lead works closely with teachers to ensure they can reinforce aspects of personal development. RE units celebrate areas such as diversity and uphold core values. British values are exemplified and included in many areas of the curriculum. Quality assurance processes ensures there is an overview of the quality of delivery of PSHE and the promotion personal development in other areas of school life. A leadership and management weekly meeting analyses the needs of each year group and personalised, tailored approaches are then developed to meet identified specific pupil needs.

Staff training relating to personal development has taken place and this has included Online Safeguarding, Safer Recruitment, Internet safety, Mental health training and ELSA training. Performance management systems are in place with agreed personal targets which are linked to the school SDP which includes personal development. Staff reported 'it's a very happy school' and there is an open culture so that 'support from colleagues is always there'. The evaluation of questionnaires demonstrated training had had an impact on increasing

the staffs confidence, knowledge and understanding of how to support students' personal development and skills.

The school has a wide range of pupil leadership roles in all Year groups. For example, there are Eco warriors, digital leaders, well-being leads, headteacher ambassadors as well as an active school council. Pupil voice is also recorded regularly in school assemblies to help reinforce values and to review and celebrate practice.

The promotion of positive behaviour, high levels of attendance, positive attitudes to each other and staff and to learning are given a high priority. The Behaviour policy is based on positive choices with everyone having the right to be respected. Rights and responsibilities posters are displayed throughout the school. Regular analysis by SLT provides a clear overview of behaviour and attendance by pupil group and individual needs and they facilitate the allocation of additional resources where need is identified.

A wide range of information, including newsletters, are sent home and the use of the website, emails, meet the teacher and parent reviews provide opportunities to share information with parents on a regular basis. Feedback from parents is used regularly to inform practice. Parents were complimentary stating 'the school is very caring' and 'someone is always there to talk and check up on how my child and I have been'. They appreciate the parent support group Sugar tots, coffee mornings and Stay and Play.

The school has identified their achievements and provided evidence of suggested ways forward of future plans for pupils' development.

Impact:

- * The EPDA award has been an opportunity to celebrate and 'showcase' all the schools achievements in terms of personal development and life skills.
- * The award has helped to make some areas more explicit and strengthened the monitoring and evaluation of all aspects of personal development
- * Extended the PSHE scheme through use of KAPOW
- * Practice has been informed by pupil, staff, parents and governors perspective
- * Increased the range of enrichment activities for all pupils

Areas for development:

- * Further develop local partners and wider community partnerships to inform practice
- * Extend opportunities for personal development by extending outdoor learning
- * Continue to monitor and evaluate the personal development across all aspects of school life
- * Consider completing the Rights Respecting Award to extend the breadth of aspects of personal development



Verifier recommendation:

I am delighted to recommend that Knowsley Village Primary School be awarded the Excellence in Pupil Development Award for a period of three years.

Head teacher comments:

As a school we are all delighted to have achieved the award and have the good practice which is in place and embedded recognised and celebrated. We will continue to extend the breath of aspects of personal development.