Throston Primary School Annual Self-Evaluation 2026-2027

"A Flying Start to Success"

UPDATED NOVEMBER 2026

Headteacher
Mark Atkinson

Chair of Governors
Andrew Millward

Introduction:
At Throston Primary School a rigorous, on-going self-evaluation process informs short term actions and long-term strategic plans. This annual plan is driven by such evaluation, and its aim is to move the school forward in a drive for continuous improvement in line with our longer-term objectives, which in turn are linked to our Vision and Character Values.

Vision:
Our vision is to create a safe, inclusive and happy school where every child is valued and where every child is given a 'flying start to success'.

Values:
Our school values are the principles that guide how children behave and think at Throston Primary School. They shape the academic and moral environment of the school and help children develop as people. At Throston Primary School we have what we call the 'Flying Steps to Success', the steps (or Throsties) are values which are explicitly taught in order to ensure children achieve in life. The values were devised by the school pupil leadership team and school staff. If children demonstrate they have shown one of the flying steps to success they will be given a bespoke certificate and badge. All children aim to acquire all 16 badges whilst at the school. The school has 'emoticons' to go with the Throsties.

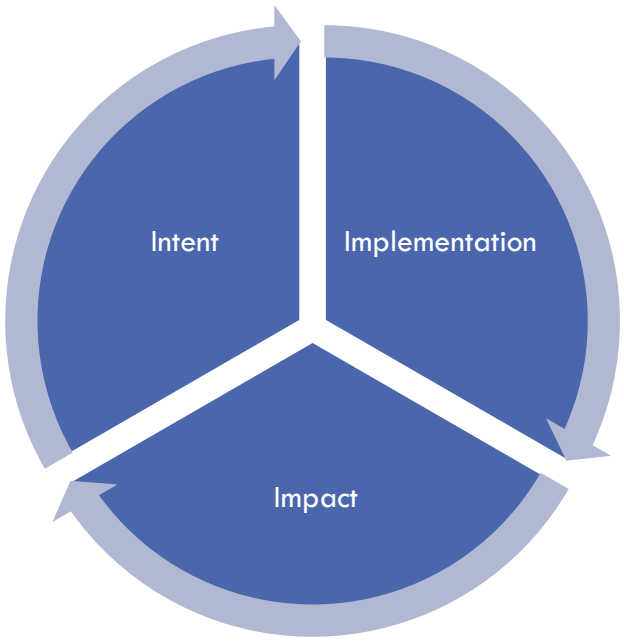
Our Ethos:
Our school logo is the Phoenix; this mythical bird symbolises our ethos. We promote uniqueness, hope, resilience, and growth.

Our Throsties - Character Values:

- Aspire, Collaborate, Considerate, Diversity, Eco-Friendly, Explore, Honest, Improve, Initiative, Inspire, Online Safety, Passion, Respectful, Self-Belief, Wellness and Success.



Evaluation and School Development Planning:



Governors and school leaders aim to promote an ambitious culture, where constructive challenge and creative ideas are to be encouraged. A range of evidence sources are used to review our performance on an ongoing basis and identify areas for improvement. These include data analysis, monitoring of teaching, learning and the curriculum, external moderation and school development partner work.

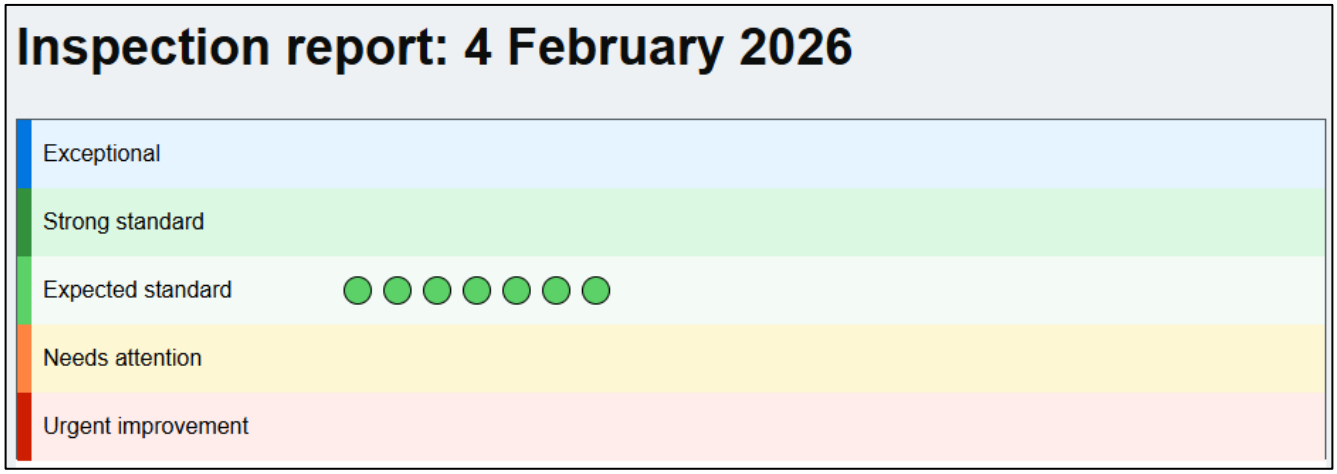
Our Context (based on the IDSR - November 2026):

- Throston Primary School is a well above average-sized primary school serving an urban, socially disadvantaged area. The school catchment is a mixture of local authority council housing and private housing (Bishop Cuthbert Estate), this makes the school quite unique in Hartlepool. Due to its popularity, we attract some pupils from outside the catchment of the school.
- The school has a well above average % for CIN.
- Our percentage of free school meals (24.94%) is close to the national average, whilst our local area FSM6% is well above the national average (57.30% in 2026).
- Hartlepool experiences high levels of deprivation, consistently ranking among the most deprived authorities in England, often driven by poor health outcomes and employment, with significant disparities in life expectancy between areas.
- Many of our low-income families live in poverty but just miss the threshold for free school meals, this eligibility gap, masks the true disadvantage in our school. We

have seen a significant rise in families requesting support with uniforms, free breakfast and after-school club provision.

- Since the last Ofsted inspection in February 2026, there has been a sustained increase in high-needs pupils in our school. Nearly 1 in 5 of our pupils now receive special educational needs (SEN) support, driven by rising diagnoses of autism, ADHD, and Social, Emotional Mental Health needs. The school has also seen an increased number of children within Early Years who have significant speech and language issues, and who are not toilet trained. This has put a greater strain on our financial resources and school environment. School % SEN Support – 18.01%.
- In October 2023, one of our beloved pupils Lucas Tarran, passed away very unexpectantly. The school installed a stained-glass window in his memory.
- To meet the growing high needs within our school we continue to make numerous adaptations:
- ***Autumn 2024:*** Creation of the Phoenix Room. This was a result of lower outcomes in Reception and Year 1 in summer 2024. This room caters for Early Years and Key Stage 1 children, mainly with an EHCP who are on a waiting list for a special school place. This is self-funded. To set up this room the school sacrificed its staffroom. The staffroom was moved into a classroom usually used for art and intervention.
- In 2024 to 2025, the school also bought into the LA 'Bronze Package', for support with inclusion. This enabled the school to obtain specialist support on what should be 'ordinarily available' with regards to teaching and learning, and support with setting up the Phoenix Room.
- ***Autumn 2025***: Creation of a room, for children in the Phoenix Room who have moved into Key Stage 2. The purpose of Phoenix Room II is to create a room with greater opportunities for transition into the classroom. To create this provision, we sacrificed the school library. The room mainly caters for children with Social, Emotional and Mental Health needs. At present we are receiving specialist advice from the Hartlepool Inclusion Support Team to ensure this room provides the right provision.
- ***Spring 2027:*** The school is hoping to benefit from a school-based nursery capital grant and Section 106 funding. If successful, this will enable the school to demolish the existing vacated bungalow and build a purpose-built provision for two-year-olds. This will aid with individual support and transition for children moving into our Early Years setting.

- The school was judged to be at the expected standard at the last inspection (February 2026) in all areas - https://reports.ofsted.gov.uk/provider/21/111612



- We are currently addressing the areas identified:

- Leaders should ensure that staff make suitable adjustments to planned learning when appropriate in order to better meet pupils' needs.
- Leaders should ensure that the new approach to handwriting is implemented consistently well so that pupils write fluently and achieve highly over time.

- The school via support from the Westgarth English Hub has implemented a whole school fluency approach. The school is also currently working with the hub on further improving phonics in Reception and Year 1. Subject leaders have also developed improved methods of assessment for their curriculum areas.

Key Ofsted Takeaways:

Leadership:
Pupils build a competent understanding of basic reading, writing and mathematics skills in early years and key stage 1. Pupils remember what they study and apply it to new learning. Clear teaching and careful curriculum design have a positive impact on how well pupils learn.

Published results show that combined key stage 2 outcomes fell in 2025. This includes outcomes for pupils with high or low prior attainment. Few pupils reached higher standards in writing and grammar.

Pupils who receive additional support access the same curriculum as their peers, but in a more accessible format. This allows them to keep up with their peers. Teachers provide consistent support to pupils with additional needs. Most pupils leave with secure subject knowledge and skills and are ready for the next stage of learning. Leaders continue to focus on improving progress and outcomes for all pupils.

Attendance and Behaviour:
Leaders make attendance a clear priority. They regularly check attendance patterns and act quickly when pupils are absent. Attendance is above national figures and has remained high over time. Staff check on any pupils who frequently miss school, including those with special educational needs and/or disabilities (SEND) and those facing hardship. The school works well with families. It also teams up with outside agencies. Together, they solve problems early. The school helps develop practical solutions. The school provides breakfast and a uniform when needed. This helps pupils to be ready to learn. When attendance falls, leaders meet parents, agree clear targets and review progress often. This eases absent pupils' return and builds routines, and pupils feel confident about coming to school.

Behaviour across the school is calm and respectful. Pupils walk sensibly in the corridors. They follow routines. They also show respect to adults and to each other. In lessons, most pupils pay close attention. On the playground, play is friendly and pupils lead games. They share equipment without being asked. Pupils comfort their friends if they have any worries.

Pupils understand the rules and can explain the difference between bullying and disagreements. Staff apply rules fairly and give effective support to pupils with SEND.

Curriculum and Teaching:
Leaders have planned a clear and deliberate curriculum that helps pupils learn step by step from Nursery Year to Year 6. Leaders have provided staff with the appropriate training in order to teach the curriculum well. In most subjects, teachers check how well pupils are learning and change plans when pupils find work hard. For example, in reading and mathematics, staff are using a new curriculum and lesson structure with aplomb. As a result, pupils are learning and understanding these subjects in more depth. In a few subjects, some opportunities to support learning in the moment go unnoticed. At times, this hinders pupils' progress.

In the early years, children join in shared activities that help them learn to speak, listen and count. Across the school, teachers help pupils learn new words. In many subjects, pupils use the correct subject-specific terms. They do this when they talk about their work.

Teachers show examples and ask simple questions to check learning. Leaders have introduced a new handwriting approach. Leaders and staff are working to ensure this approach is appropriate for the needs of Throston pupils.

Staff know pupils well. They use information from lessons to check who needs extra help. Some pupils attend extra reading groups and mathematics sessions. These help them make rapid improvements. Where practice is more effective, teachers adapt tasks when pupils are stuck. They use tools, pictures and objects to explain ideas. This helps pupils feel more confident with new learning. Leaders are improving how they evaluate pupils' work to check progress over time.

Early Years:
Children in the early years feel safe, settled and ready to learn. Staff build warm relationships and support children's emotional and social development well. They listen intently to children and engage in conversations with them throughout the day. Children learn new words and the confidence to use them through play, stories and daily routines.

The early years team creates an organised and inviting learning environment. Children choose resources for themselves and stay focused on their learning. Staff know children's starting points and plan their learning in small steps. The curriculum supports children's learning well. Most children make steady progress through the curriculum.

Leaders give clear priority to early reading. Daily phonics and mathematics help children to practise their early reading and number skills. Phonics sessions follow the school's programme closely. Children use their sounds in reading and early writing.

Learning is not left to chance. Carefully thought-out learning areas have common themes across all spaces. This aids the transition from Nursery to Reception and beyond. Provision for younger children supports routines, care and language well. Staff collaborate with parents and carers, sharing learning on a regular basis. This helps most children move into Year 1 with confidence.

Inclusion:
Leaders place inclusion at the heart of the school's work. All pupils are welcome. The school is well respected for its caring and skilled support for pupils with additional needs.

Pupils with special educational needs and/or disabilities (SEND), those in care and those supported by the local authority receive planned and thoughtful help from well-trained staff. The school creates clear pupil plans that set academic and personal targets based on clear identification of their needs. Leaders use additional funding well to improve attendance, confidence and access to learning. Families value the school's open and

practical support for their children. Pupils with SEND benefit from a wide range of help. Some pupils attend specialist settings for part of the week, with staff support to help them to settle and learn.

Leaders put in place a clear system of support. Reviews involve parents and carers as well as pupils themselves. These focus on classroom strategies, such as visual prompts and adult guidance. Leaders also seek advice from outside professionals when needed. Disadvantaged pupils receive help with food, uniform, equipment, and digital access where needed. This removes barriers and supports good attendance. Leaders have built effective systems to support pupils in their 'Throston journey'. Pupils are known and cared for.

Leadership and Governance:
Leaders show thoughtful care for pupils and put them first in their work. Leaders know the school well. They use reviews, staff feedback and external checks to see what is working and what needs improvement. For example, they have worked effectively with external support to improve phonics teaching. The school has also invested in new curriculum resources, which are helping pupils to learn and remember more. The school development plan is clear and perceptive. It sets clear priorities, actions and timescales. Leaders check progress against these timescales often and adjust plans when needed.

Governors have a skill set that matches the school's needs. They understand safeguarding, finance and how to staff the school effectively. Governors use clear reports to check pupils' achievement, attendance and behaviour. They ask pertinent questions and give helpful support. Governors take part in training to improve their skills. Leaders and governors act in pupils' best interests. They track the progress of disadvantaged pupils, pupils with special educational needs and/or disabilities and pupils known to social care. Leaders use additional funding and support wisely.

Staff training is well planned and valued. Staff learn about how to adapt teaching and support pupils' wellbeing. Early career teachers receive tailored support. Leaders use research to guide training. Staff morale is high. Leaders think carefully about workload. Leaders model care, compassion and respect. This supports the school's vision to provide a safe, inclusive and happy school for staff and pupils. Visitors to the school experience this warm and welcoming ethos. Pupils achieve well and make valuable memories for their future.

Personal Development and Wellbeing:
Leaders put pupils' personal growth and wellbeing at the centre of school life. They have designed a well-sequenced relationships and sex education and health education (RSHE)

curriculum that meets statutory requirements and reflects the school's values. Through RSHE, pupils learn about healthy relationships, consent, respect and equality, as well as learning about online and offline risks to their wellbeing. Pupils understand how to keep themselves safe when using digital technology, how to respond to peer pressure and where to seek help if they feel unsafe. Leaders changed the personal, social and health education (PSHE) programme following feedback from pupils, families and staff. This helps to ensure that the programme meets its legal duties and aligns with local needs, such as with regard to water safety. Consequently, pupils can explain how to stay safe when online or near water. They know whom to talk to if they feel worried.

Assemblies and class lessons help pupils to learn about kindness, fairness and respect. The school actively promotes pupils' character development. It strengthens pupils' understanding of fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. In circle time, pupils talk about right and wrong and practise solving small problems. During 'Money Week', they learn how to save, spend and make good choices. Environmental work and community projects teach pupils to respect and care for their local area. Through these experiences, pupils develop confidence, responsibility and a clear moral understanding that prepares them well for life in modern Britain.

Pastoral staff, including family support officers, give caring support to vulnerable pupils. Teachers help pupils to manage their feelings and behaviour. This support helps pupils to feel calm, to attend well and to take part in learning. The 'Throsties' programme builds pupils' confidence, resilience and pride. Pupils enjoy rewards and leadership roles. The school supports access to trips, clubs and visits so that all pupils can participate.

Leaders are improving how they check what pupils remember in PSHE and other aspects of personal development over time. They are building better systems to review lessons and outside programmes. This careful work is already helping pupils learn the key knowledge set out in plans.

What it's like to be a pupil at this school:
Being a pupil at this school means learning in a safe, caring and ambitious community. Each morning, familiar adults welcome pupils and help them feel ready for the day. Breakfast provision, uniform support and calm routines remove barriers to learning and support wellbeing for pupils.

Pupils enjoy their lessons and take pride in doing well. From the early years, children learn to read through daily phonics sessions and shared stories. Older pupils read with assurance and enjoy extra reading sessions. In mathematics, pupils practise key skills and

explain their thinking. Teachers give clear explanations and ask helpful questions that support pupils' deep thinking. Pupils finish work that meets national standards. Most pupils achieve well in national tests and are ready for Year 7 at the end of Year 6.

Pupils who need help receive support swiftly. They thrive in small-group teaching, catch-up programmes and the 'Phoenix Room' in the centre of the school. The ‘Phoenix Room’ is a quiet, welcoming space where bespoke support and intervention sessions take place. These approaches help many pupils progress well from their starting points. Leaders have introduced a new way to teach handwriting and are ensuring that all staff use it consistently.

Pupils feel that they belong. Staff build warm, trusting relationships and listen with attention to pupils. Children in early years work well with friends and support one another. Older pupils act as positive role models. Pupils enjoy sports clubs, drama, residential visits and awards such as 'The Stewart Aspiration Award', which celebrates effort and ambition.

Pupils feel safe and confident. They know whom to speak to if they feel worried and they trust that adults will help them. Bullying is rare, and teachers address it when it occurs. Pupils behave well and concentrate in lessons. Attendance is above national averages on a regular basis.

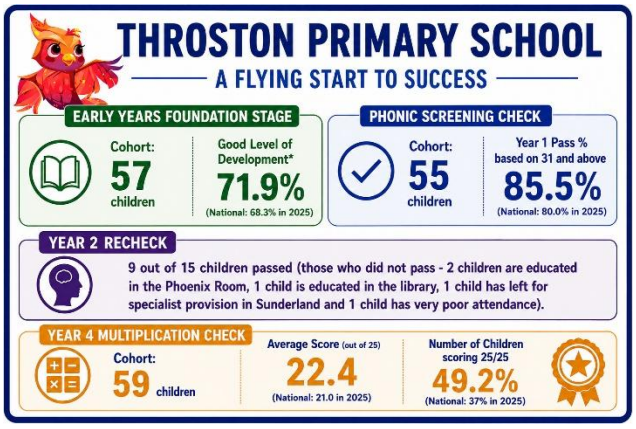
Pupils help the community in many ways. They do charity work, take part in environmental projects and go on local visits. These experiences help them to gain confidence and be responsible members of society.

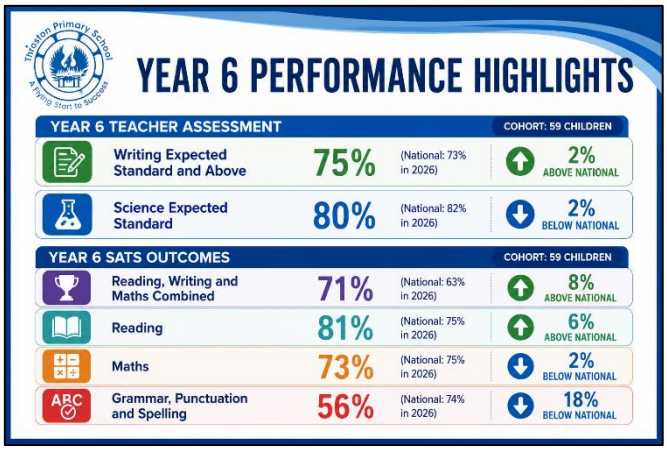
Our Strengths:

- We are an extremely popular school based on our track record of attainment and progress.
- We have strong and stable governance, with no current vacancies.
- We have a very stable pupil population.
- We have a very stable and experienced workforce; pupils and staff take great pride in their school.
- We have high rates of attendance and low rates of exclusion.
- We are very inclusive and have an excellent reputation for supporting pupils with varying needs. The school's graduated response meets the needs of all learners.
- Pastoral systems for supporting vulnerable pupils and those with SEND are excellent.
- As a school we know our families and community very well. This enables us to build strong relationships, in sometimes difficult circumstances.
- Teaching overtime has been very effective, leading to strong pupil outcomes, particularly at the end of Year 6.
- Our curriculum is constantly revisited to ensure it offers pupils the breadth, depth and challenge required to meet the needs of our school community. Our mission is to ensure our pupils know that there are no limits to their learning, and to give them 'a flying start to success'.
- The school is very proud of its communication with parents and carers, this can be evidenced via ClassDojo and the school website. Please view our school movies: https://throston-primary-school.primarysite.media/
- Outcomes and the impact of targeted actions to improve skills in reading, writing and mathematics means our pupils are strongly placed to achieve well as they progress onto their next stage of education.
- We have very strong links with our secondary school, and transition is very strong at all stages.
- We have a comprehensive programme of after-school clubs, and a very successful breakfast and after school club. The latter clubs provide provision from 7.45am each morning until 6.00pm each evening. Such enrichment is key to our school and helps sustain high levels of attendance.
- We also support numerous community clubs, including at a weekend.

Current Areas for Development:

- To sustain the improvement in phonic outcomes at the end of Year 1.
- To sustain the improvement in the multiplication check outcomes at the end of Year 4.
- To implement new initiatives to boost outcomes for Grammar, Punctuation and Spelling at the end of Year 6.
- To maintain and build upon the rates of progress and attainment for all groups of pupils across the school.
- To continue to develop bespoke provision for the growing number of children with special needs within the school.
- To continue to develop succession planning.
- To sustain our attendance rates for all groups of pupils.
- To ensure our developing curriculum remains relevant to our pupils in their community and builds upon skills and knowledge previously learnt.
- To improve attendance for disadvantaged pupils and reduce persistence absence for disadvantaged children (please refer to the current Pupil Premium Strategy).







At a Glance - as of 17/11/2026, based on SIMs:

- URN: 111612
- LA Establishment: 8052236 - Community School.
- 470 Pupils, 68 in Nursery (345 on roll, Year 1 to Year 6).
- 52.17% Boys and 47.83% Girls - based on those on roll.
- 36.23% Free School Meals (FSM6) and 24.36% Pupil Premium - based on those on roll.
- 7 Pupil Premium Plus.
- SEND: 89 Pupils (63 boys and 26 girls).
- EHCP: 7 Pupils (4 more in the process).
- Cognition and Learning: 25.
- Communication and Interaction: 38.
- Physical: 4.
- SEMH: 22.
- 19 children with a Co-ordinated Support Plan.
- 14 children with a Personalised Support Plan.

- 6 children currently LAC, 15 historic LAC.
- 38 children with an Individual Health Care Plan.
- 7 Young Carers.
- 2 Child Protection.
- 4 Child in Need.
- 11 Common Assessment Framework.
- 3 Early Help.
- 3 Service Children.
- 11 children with English as an Additional Language.

Throston Primary School
A Flying Start to Success

Safeguarding, Inclusion and Attendance Priorities

Every Child Matters

1



To ensure that our school is compliant with the changes in KCSIE 2026.

2



To review the impact of the seeking support bids for EY's and in school provisions.

3



Staff to embed adaptations within lessons and the new curriculum to meet the needs of all pupils.

4



Be Here
Belong
Achieve

To monitor Nursery attendance to ensure good attendance in future years.

A Flying Start to Success

Be Kind • Be Ready • Be Safe

Once a Throstie, Always a Throstie!

Throston Primary School
A Flying Start to Success

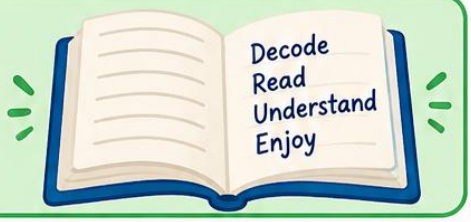
Autumn Term 2026
ENGLISH PRIORITIES



1. **A clear, progressive writing curriculum is in place.**



2. **Pupils are on track to make expected reading and phonics progress.**



3. **Handwriting teaching and learning is clearly sequenced.**



4. **Staff are confident in delivering the Grammar, Punctuation and Spelling curriculum to ensure children make expected progress.**



5. **Voice 21 oracy project is launched and implemented.**



Be Kind ♥ Be Ready ♥ Be Safe

A Flying Start to Success

Once a Throstie, Always a Throstie!

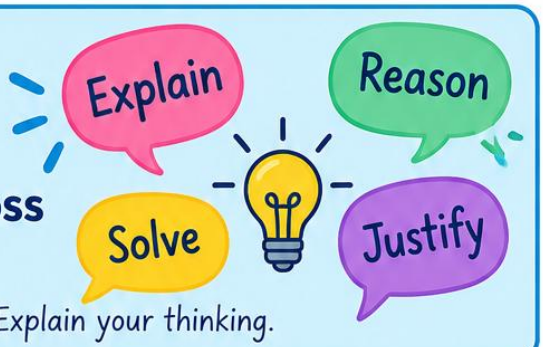
Throston Primary School
A Flying Start to Success

Autumn Term 2026
MATHS PRIORITIES

Building Brighter Mathematicians

Explore
Reason
Solve
Achieve

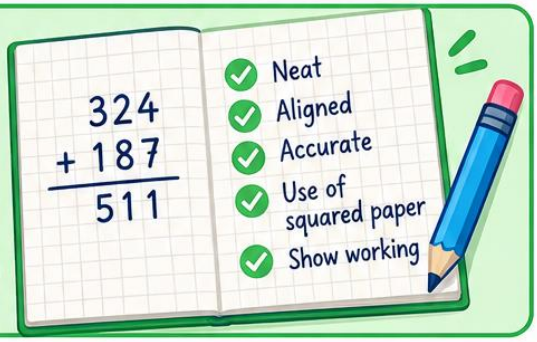
1 Improve Mathematical reasoning and vocabulary across school.



Think deeper. Use the right language. Explain your thinking.

2 Improve presentation in Mathematics.

Proud books.
Clear methods.
High expectations.



3 Effective use and adaptation of White Rose Resources.

White Rose MATHS

Concrete
Pictorial
Abstract

High quality resources.
Adapt to meet the needs of our pupils.
Ensure a coherent and progressive approach.

Same curriculum.
Brighter futures.

Be Kind ♥ Be Ready ♥ Be Safe

A Flying Start to Success

Once a Throstie, Always a Throstie!

Throston Primary School
A Flying Start to Success

Autumn Term 2026

EARLY YEARS PRIORITIES

Brighter Beginnings Brighter Futures

Kind Ready Safe

Nurture ♥ Play ♥ Learn ♥ Grow

Play
Talk
Discover
Achieve

1 Improve outcomes of oracy development in the Early Years.

Talk more ♥ Build confidence ♥ Use new vocabulary
Develop listening and communication skills



2 The Early Years team are involved in the local 'Reception offer' to improve GLD aiming for 75%.

Working in partnership ♥ High quality provision
Helping every child to achieve their potential



3 Improve and promote correct pencil grip and letter/number formation.

Strong foundations ♥ Confident writers
Ready for the next stage



Little Steps Big Progress

Be Kind ♥ Be Ready ♥ Be Safe

A Flying Start to Success

Once a Throstie, Always a Throstie!

Throston Primary School
Autumn School Curriculum Priorities
A Flying Start to Success

Be Kind
Be Ready
Be Safe

Science

Action 1
Staff to use professional judgement when using White Rose Science, and deviate as appropriate.
Subject lead will support.

Action 2
Liaise with Mrs. Tate to see if Cummins in Darlington can help enhance science resourcee storage.
Liaise with head teacher and caretakers over creating shelving for sciences

Action 3
Ensure a new planning format for scientific investigations is introduced and is used, and ensure end of unit assessments are being completed.

Religious Education

Action 1
Research whether current syllabus will be changing and cascade information.

Action 2
Organise Harvest Festival, and see if the Reverend from St. Luke's Church wants to lead more Collective Worship in school.

Relationships and Health Education & PSHE

Action 1
Liaise with the school data manager to enhance assessment via the school management system.

Action 2
Update the School OneDrive and School website regarding the medium term plan, being aware of the copyright.
Ensure staff are aware of changes to medium and long term planning.

Geography

Action 1
Lead to evaluate use of Kapow, and report back on how it is working.
Lead to liaise with headteacher on obtaining release to see Kapow use in the classrooms.

History

Action 1
Lead to liaise with staff over their views on current topics. Subject lead will report back on whether topics are engaging and the best for a school in Hartlepool.

Action 2
Ensure the school has a successful Black History Day in October.

Action 3
Investigate how to obtain more historical resources and loan boxes. Cascade this information to staff.

Action 4
Get children to think as a historian, share with teachers ways children can do this.

EXPLORE
QUESTION
DISCOVER

Languages

Action 1
Ensure staff are focusing more on oracy and pronunciation. Develop ways in which children can improve in speaking French, and showcase their oral ability.

Bonjour!
Je parle français!

Art and Design

Action 1
Speak to all teachers about their views on AccessArt, see if they are happy with units taught, and adapt as necessary.

Action 2
Investigate Kapow Art, to see if it can replace AccessArt or be used in conjunction.

Action 3
Work with the local authority on devising a bespoke flag.

Design and Technology

Action 1
Staff to use more verbal evaluations based on Projects on a Page, this can be done in a Dragon's Den style.

Action 2
Ensure children develop skills prior to commencing projects. Design and Technology lead will monitor.

Action 3
Liaise with the maths lead over a successful Christmas My Money Week.
Set a theme, and cascade plans to all staff.

Music

Action 1
Update statutory music curriculum plan on the school website.

Action 2
Ensure classes are doing music when they do not have Tees Valley Music Service. Provide guidance, for staff and create, a Throston/TVMS curriculum plan.

Action 3
Create guidance for staff, so children get to listen to music during whole school or class Collective Worship.
What should each year group listen to for musical pleasure?

Physical Education

Action 1
Complete Statutory Sports Premium Return by 30th Septenber 2026.

Action 2
Prepare to ask governors about charging for sports clubs on the 5th October 2026. Attend in person.

Action 3
Research and purchase a PE scheme that includes assessment for use in Spring 2027.

Action 4
Provide a data overview of how many children achieve the swimming requirements at the end of Year 6.

Computing

Action 1
Update audit of all equipment and devise ways of letting staff and children know how to look after equipment. Identify shortages for example Key Stage 1 headphones, and order replacements.

Action 2
Work with the school business manager, on creating a new lease for a new iPad trolley for Year 5 and Year 6.
Once here, use the old upper key stage 2 trolley for breakfast and after school club and the Phoenix additional provisions.

NEW iPad (Years 5 & 6)

Current School Self-Evaluation Judgements:

- Grading Safeguarding: **Met**
- Inclusion: **Expected Standard**
- Curriculum and Teaching: **Expected Standard**
- Achievement: **Expected Standard**
- Attendance and Behaviour: **Expected Standard**
- Personal Development and Well-being: **Expected Standard**
- Early Years: **Expected Standard**
- Leadership and Governance: **Expected Standard**

Summary of School Development Plan Priorities based on the Ofsted Framework:

1. **Safeguarding**

- Maintain current arrangements and regularly evaluate to identify areas for improvement.
- Host workshops for parents and carers for example linked to online safety.
- Increase the number of staff with safer recruitment training.
- To continue to implement two-factor authentication to improve computing security.

2. **Inclusion**

- To develop adaptive teaching within the classroom.
- To further develop planning, assessment and opportunities (music provision/external visits) for our additional provision (the Phoenix Room/Library).
- To ensure the bespoke intervention space for SEMH pupils, enables improved transition to the classroom.
- To enhance provision for the growing community of children with EAL, and reinforce assessment methods such as the use of FlashAcademy.
- To develop the use of staff from the LA to support our EAL pupils (Naglaa Sheehab).
- To develop the neurodiverse classroom via participation in the Partnerships for Inclusion of Neurodiversity in Schools (PINS).
- To achieve the actions set out in the Pupil Premium Strategy, for example provide additional opportunities for disadvantaged children.

3. **Curriculum and teaching**

- To adapt the curriculum to help pupils remember long-term the content they have been taught.
- To implement a new handwriting scheme and to develop oracy/writing. To participate in the Royal Shakespeare Associate Schools Programme to enhance writing.
- To evaluate the impact of the implementation of White Rose Maths, to develop automaticity and to ensure the school Concrete, Pictorial and Abstract approach is consistent and effective.
- To implement White Rose Science (including scheme assessments) effectively.
- To develop adaptive technology within the classroom and enhance online safety.
- Development of class floor books to include music.

- To enhance music within the Phoenix Room and to improve termly assessment (via SIMs).
- To utilise Tees Valley Music Service to enhance drama and singing, for example via the 'Snappy Spring' event.
- To review the implementation of the new Relationships Education scheme of work (SCARF).

4. **Achievement**

- To improve Early Years outcomes at the end of Reception.
- To sustain phonic outcomes (including for disadvantaged children) via support from the Westgarth Hub and lead practitioner Lonia Bradley (Wave 7 Partner School) and improve end of Key Stage 2 Grammar, Punctuation and Spelling Outcomes (including for disadvantaged children).
- To develop oracy/writing.
- To improve reasoning outcomes at the end of Year 6.
- To sustain the number of children achieving 20+ in the annual Multiplication Times-Tables Check.
- To develop the use of NFER tests, to help identify need and next steps.

5. **Attendance and Behaviour**

- Continued promotion of our THROSTIE character values.
- Monitor and review the school behaviour policy.
- Review the management of attendance in school and ensure attendance rates are continually improving for all groups of pupils.
- To improve the attendance of disadvantaged pupils and reduce their persistent absence.
- To track Nursery attendance to aid with early identification of future absence concerns.

6. **Personal Development and well-being**

- To implement our new relationship and health education scheme (**S**afety, **C**aring, **A**chievement, **R**esilience and **F**riendship) effectively and develop the use of RHE floor books.
- Further develop and extend cultural experiences for all groups of children (please refer to the 50 'Things' document).

7. **Early Years**

- To meet new statutory requirements, with regard to first aid.
- To improve continuous provision.
- To further enhance quality interactions.
- To develop Early Years interventions, that enhance Speech and Language via Early Talk Boost Training and ELSEC (Early Language Support for Every Child).
- To explore Early Writing CPD in preparation for implementation.
- To reduce the number of children who are not toilet trained.
- To work with the local authority on setting up a bespoke two year old provision.

8. **Leadership and Management**

- To continue to develop the new school website.
- To develop the use of self-evaluation by governors in the school in line with the new Ofsted framework.
- Build upon the positive steps taken to improve staff well-being across the school.
- To remodel the leadership structure within the school after the planned retirement of the current deputy head teacher in summer 2027.
- To ensure more parents and carers are supporting children with their homework and use of online resources.
- To develop the use of the National College portal both for CPD and for compliance.
- To utilise the compliance dashboard within the school new website.

Summary Self Evaluation: Safeguarding

- Grading Safeguarding: **Met**
- Safeguarding reports are shared with governors on a termly basis,
- There is a bespoke development plan for safeguarding.
- There is a suitably trained nominated child protection lead and deputy. All staff know who they are and how to contact them. There are many visual reminders within the school.
- The child protection lead and deputy receive regular safeguarding updates via subscription to 'Helen Hogan Safeguarding Matters', the NSPCC and the Hartlepool & Stockton-on-Tees Safeguarding Children Partnership (HSSCP).
- All governors have undertaken child protection training.
- The school has clear policies and procedures for safeguarding. Linked policies were last approved in autumn 2026. All staff are aware of these policies and procedures and have agreed to follow them. Parents and carers can access the policies via the school website. Staff are clear about their roles and responsibilities with regard to safeguarding.
- The school uses CPOMS for managing and recording safeguarding concerns.
- The school has procedures in place to keep pupils and staff safe on and offsite.
- The school has an appropriate policy to keep children safe online and a linked 'Throstie'.
- The school only accepts students from known educational institutions.
- The school ensures consent is obtained prior to the sharing of images.
- The school has a clear complaints procedure, to escalate concerns.
- The school has a clear whistle blowing policy.
- The school has measures in place to support children affected by child-on-child abuse, at risk of county lines, exploitation and trafficking.
- All staff have completed prevent training, to protect children from radicalisation and extremism.
- The school has a bespoke curriculum, which promotes pupil well-being. This is supported via the use of SCARF. SCARF (Safety, Caring, Achievement, Resilience, Friendship) is a whole-school approach to develop children's health & wellbeing through PSHE.
- The school utilises trained Emotional Literacy Support Assistants and Family Support Officers to provide pastoral support to children. Support includes bereavement support, online safety support, emotional regulation/zones of

regulation support and support for the NSPCC for example 'Pantosaurus' and Talk Pants.

- The school use the trauma-informed approach to supporting children via Playfulness, Acceptance, Curiosity and Empathy. All staff have received training in P.AC.E.
- Children's attendance including Nursery is carefully tracked with support from the LA.
- The school has a clear intimate care policy.
- The school has a central record of all checks carried on staff including supply and agency staff. There is also a clear staff code of conduct for staff and volunteers.
- The school has a clear safer recruitment process.

Summary Self Evaluation: Inclusion - Expected Standard

- The school has a clear accessibility plan that is reviewed annually.
- There is early identification of pupils with SEND needs in the Early Years with support from the LA. There are meetings with parents and carers before children start school and visits to other Nursery settings. This may result in the creation of co-ordinated support plans prior to children joining the school.
- The school runs a successful parent and toddler club (Throstie Tots) which helps with early identification (Tuesday mornings).
- Staff within Early Years identify, refer (for example Speech and Language Therapy) and signpost parents and carers. The school benefits from an Early Years special education needs lead. This lead is part of the school succession planning strategy.
- Parents and carers are supported by Family Support Officers, Early Help referrals and Small Steps.
- The FSO's provide check-ins, ELSA support and 'Five Weeks to Wellbeing'.
- The school has a service level agreement for an Educational Psychologist who can provide advice.
- We have a teacher who has a Level 5 Diploma in 'Trauma and Mental Health Informed Schools'.
- The school uses ELSEC (Early Language Support for Every Child) and the Early Talk Boost intervention.
- The school works closely with the Hartlepool LA Inclusion School Team. At present the school is obtaining support from a number of staff from this team. The main aim is to improve Quality First Teaching via adaptations and create bespoke learning environments for children with high needs.
- The school has employed the Local Authority Ordinarily Available Offer.
- The local authority via the 'Experts at Hand' model supports with SEMH (Social, Emotional and Mental Health) pupils and adaptive teaching.
- The school governing body have access to a SEND specialist via Sarah Wilcox from the LA. Sarah is the LA, Senior Advisor for Inclusive Learning & SEND.
- Sarah Clasper, Senior Specialist Teacher of Inclusion. Sarah is supporting our Phoenix Room and the implementation of the Equals Curriculum.
- The school has numerous multi-agency links to support children for example Alliance.

- The school promotes online safety at every opportunity. There has been a recent workshop for parents and carers. The school actively promotes Internet Safety Week.
- Bespoke assemblies linked to children with protective characteristics are common. Children and their parents have helped support assemblies on: Autism, Epilepsy, PANS/PANDAS, Down Syndrome and Tourette's.
- The school employs the use of a bespoke tool for transition, during the 2026/7 academic year the school will be trialing 'Pupil Pathways' to enhance transition. The school also works closely with the secondary school SENDCo.
- The school works very closely with Springwell Special School and the West View Project. This team provides offsite experiences for children within our extended provisions.
- Pupils have Personal Support Plans to help with their emotional regulation.
- The school uses an array of assessment and recording tools for example: The Boxall Profile, The Autism Education Trust Progression Framework, Tapestry and FlashAcademy.
- The school has a clear graduated response document.
- The school has a clear record of CPD linked to inclusion. The school has been part of the PINS Project (Partnership for Inclusion of Neurodiversity in Schools). This is a DfE UK national program to help mainstream schools better support neurodiverse children (like those with autism or ADHD) by training staff, adapting environments, and strengthening links with parents and carers.
- There is strong network of SEND support within the cluster. The cluster are currently working together to share best practice.
- The school hosts regular nurse-led drop-in sessions for parents and carers.
- The school holds its own supervision meetings within school.
- The Early Years Pupil Premium is used to support assessment and intervention programmes within Early Years for example WellComm and Early Talk Boost.
- The school has a clear Pupil Premium Strategy with clear targets namely to improve the attendance of disadvantaged children to be in line with non-disadvantaged children within school and to reduce persistent absence of disadvantaged children. Attendance for disadvantaged children (92.4%) is still above the national average (92.3%). The example given is for 2025/2026 (2 terms). The Pupil Premium Strategy has ensured high reading outcomes at the end of Year 6. The current 3 year trend for disadvantaged reading (Year 6) is 67%, the national figure is 62%.

- There are termly pupil progress meetings with SLT and staff to monitor progress and identify needs.
- The school has Lego Therapy, to support children in our Library provision, in order that they develop social and sharing skills.
- The SENDCo is the deputy head teacher and holds the National Award for SEN Co-ordination. The is also a member of Early Years with responsibility for SEND.
- The school has strong links with the virtual school and neigbouring local authorities this ensures high quality and purposeful personal education plans.
- The school works very well with the virtual school; this ensures the correct graduated response for children know to or previously known to social care.

Summary Self Evaluation: Curriculum and Teaching - Expected Standard

- Early Years staff ensure there are strong foundations that enable learners to access our curriculum.
- There is a clear emphasis on fluent word reading, spelling, handwriting and mathematics, children 'keep up', rather than catch-up'.
- The curriculum has full and progressive coverage of the National Curriculum.
- The curriculum is ambitious, broad and balanced.
- The teaching of reading is rigorous and sequenced.
- There are opportunities to promote British Values and develop SMSC (Spiritual, Moral, Social and Cultural) understanding.
- Staff possess a range of subject specialisms that support the delivery of subjects.
- Pupils enjoy lessons; attendance is good as pupils look forward to coming to school; behaviour for learning is excellent.
- Staff are creative in their delivery, and they regularly take risks with their delivery to ensure pupils get the most out of sessions.
- There are opportunities to extend pupil learning. New experiences are taken regularly for example historical visits, sporting activities and residentials. Examples include visits to Roman forts, canoeing and residentials to locations such as Pybus Campsite and Newby Wiske Hall.
- The English and maths curriculums are highly effective - pupils learn these skills very well and as a result make good progress across our school.
- Assessment is rigorous and informs planning. The school uses NFER paper tests from Year 1, to assess and evaluate on a termly basis.
- Assessment processes are well embedded – both formative and summative – and provide pupils with effective feedback.
- Teachers use formal and informal assessment to develop an excellent understanding of the pupils in their class and this in turn helps them set challenging but achievable targets.
- Regular pupil progress reviews ensure staff are familiar with progress rates relative to prior attainment. This allows for tailored and flexible intervention programmes to be devised.
- The head teacher is a trained LA moderator; their expertise is used to support cross-moderation in school.
- Moderation of EYFS, KS1 and KS2 outcomes have indicated staff judgements were fully accurate and emphasises how well staff know their children.

- Cross-moderation is carried out across a range of schools of similar demographics to ensure consistency of judgements.
- SLT, and increasingly subject leaders, are skilled at data analysis and this 'bigger picture' is being spread across school with a positive impact on outcomes and targets in years that are not SATs years.
- High quality teaching has ensured excellent pupil outcomes over time - internal and external monitoring systems and reviews over time confirm that teaching has been consistently at least good.
- Performance management and pupil progress reviews set aspirational targets and allow staff to engage in professional dialogue about teaching practice.
- Staff are proactive in ensuring their skillset remains up to date.
- Professional dialogue ensures processes are regularly reviewed to ensure the best pupil learning experiences.
- Behaviour for Learning is a strength; observations indicate pupils are actively involved in their learning and very little teaching time is lost through poor or disruptive behaviour.
- Support is identified quickly for any pupil who is falling behind, despite the significant levels of high need, SEND provision is a real strength of the school. Resources are used highly effectively.
- The core skills of reading, writing and communication and mathematics are taught well across the curriculum, equipping all pupils with the necessary skills to make progress.
- Teacher/pupil relationships are very strong.
- Teachers are quick to challenge stereotypes and the use of derogatory language around the school.
- Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

English Expectations:

Nursery
Daily singing;
Daily story;
The headteacher also reads on a weekly basis;
Daily foundation for phonics;
Library books are sent home for parents to read with their children.

Reception
Daily phonics lessons;
Daily keep-up for phonics;
Daily handwriting;
Two English lessons a week;
Children take home a reading book and a book to share with parents;
Little Wandle reading groups twice a week;
Teachers read daily to the class at the end of the day;
The headteacher also reads on a weekly basis;
Weekly reading with a reading assistant (this includes phonics keep-up);
Additional reading time for PP children and bottom 20%.

Year 1
Daily English lessons;
Daily phonics lessons;
Daily keep-up for phonics;
Handwriting three times a week;
Teachers read daily to the class at the end of the day;
Children take home a reading book and a book to share with parents;
Little Wandle group reading twice a week.
Weekly reading with a reading assistant (this includes phonics keep-up);
Additional reading time for PP children and bottom 20%;

Year 2
Daily English lessons;
Daily reading lessons;
Daily spelling lessons;
Daily catch-up for phonics;
Handwriting three times a week;

Teachers read daily to the class at the end of the day;
Children take home a reading book and a book to share with parents;
Weekly reading with a reading assistant (this includes catch-up);
Additional reading time for PP children and bottom 20%.

Year 3
Daily English lessons;
Daily reading lessons;
Daily spelling and grammar focus;
Daily catch-up for phonics, for the children who did not reach the expected standard in the PSC;
Handwriting three times a week;
Teachers read daily to the class at the end of the day;
Weekly reading to an adult, PP and bottom 20% have additional reading opportunities.

Year 4
Daily English lessons;
Daily reading lessons;
Handwriting up to three times a week;
Daily spelling and grammar focus;
Teachers read daily to the class at the end of the day;
Weekly reading to an adult, PP and bottom 20% have additional reading opportunities;
Reading Plus session once a week.

Year 5
Daily English lessons;
Daily reading lessons;
Handwriting up to three times a week;
Daily spelling and grammar focus;
Teachers read daily to the class at the end of the day;
PP and bottom 20% weekly reading to an adult.

Year 6
Daily English lessons;
Daily reading lessons;
Handwriting once a week;
Daily spelling and grammar focus;
Teachers read daily to the class at the end of the day;

PP and bottom 20% weekly reading to an adult;
Additional reading intervention for SATs;
Annual Easter School.

Ongoing National/Local Support :

- The school has been supported via the: DfE Reading Project (to develop speed/accuracy and ultimately fluency) and Hartlepool Reads/North East Learning Trust/Louise Brooks to improve reading strategies. The school continues to be supported through the Westgarth English Hub/Lonia Broadley (to improve phonic outcomes).
- Following two successful English Hub (St Michael's and Westgarth) funding bids, we are able to ensure that we are well resourced with reading scheme books and Little Wandle resources.
- The English lead has attended early writing webinars delivered by the Westgarth English Hub, this has led to an action plan to develop Early Years writing in 2026/2027.
- The school is part of Voice 21 (commenced autumn 2026). Voice 21 is a UK education charity dedicated to improving oracy - children's ability to articulate ideas, develop understanding and engage with others through speaking and listening. Voice 21 works with schools to develop oracy as an essential part of teaching and learning, ensuring pupils become confident, articulate communicators.

Speaking and Listening:

- Huge emphasis is placed on vocabulary and high-quality interactions in Nursery. Staff new to the setting are given a guide for interacting with young children. Within the areas, there are question stems and vocabulary to support conversation.
- Oral composition is a key part of early writing and children are taught how to orally compose and rehearse sentences before writing in Reception and Key Stage 1. Discussion and talking partner work is incorporated into lessons, particularly in Key Stage 2. A lot of time is also spent on vocabulary development within reading and writing lessons.

Homework:

- Homework: Reception to Year 4 children read at home at least 3 times per week. This is tracked via paper-based reading records.
- Children who do not take a reading book home due to lack of return or support must be given the opportunity to read with an adult three times a week in line with homework expectations.

- Year 5 and Year 6: 30 minutes of 'Reading Plus' per week. Use of Lexia for children as appropriate.

World Book Day:

- The school participates in World Book Day and sets a school Summer Reading Challenge. On World Book Day, all children receive a book due to links with a local book shop.

Handwriting:

- There is a new handwriting scheme, this has raised the profile of handwriting across school. The children are working towards handwriting badges, and ultimately, a pen licence. It is hoped the emphasis on handwriting will improve writing fluency by developing legible, fluent handwriting that supports writing composition.
- The school uses many incentives for example - use of a Pen Licence, and its vending machine.
- Children obtain a book after achieving 100 ClassDojo points.
- Children can achieve bespoke handwriting badges and eventually a pen licence.

Reading Assistants:

The school employs a team of reading assistants, funded via Pupil Premium funds. Main duties:

- Listen to individual children read.
- Reception - reinforce GPC recognition and blending skills to support decoding. Reading decodable words is an area which has been identified from the Little Wandle assessment data. They also support with the reading of tricky words and send them home for parents and carers.
- Year 1 - support via reading in groups with the children following the Little Wandle reading guidance and read the same book on an individual basis that week.
- They view test data and speak to teachers about progress, development and concerns.
- In older year groups they support a lot of vocabulary understanding as children read, identify and discuss grammatical terms via book talk.
- Pupil Premium children and the bottom 20 % have additional reading opportunities with a reading assistant.
- Reception, Year 1 and Year 2 select library books to read for pleasure with parents and carers so children understand that reading is enjoyable.

- They have attended reading fluency training and watched reading fluency lessons.
- They have completed Little Wandle training.
- They work a lot on reading with expression for understanding in Key Stage 2.
- The reading assistants also deliver the requirements of the Little Wandle scheme, via group reading sessions.

Recording of English:

- Nursery: Literacy related work may sometimes be recorded in the general floor books and on Tapestry.

- Reception and Year 1: Children have a handwriting book and English book.

- Year 2: Children have a handwriting and English book. Manilla folders are used for reading.

- Years 3 to 6: Children have a draft and English book. Within the draft book, grammar tasks, planning and writing drafts are completed. At the back of the draft book children practise spelling and handwriting. Final pieces of writing are completed in the English book. Manilla folders are used for reading.

Maths Expectations:

Nursery

- Morning meeting - self-registration - names in pot - count them out - rote counting - counters on five frames - Discussion on composition of 5.
- Days of the week - my turn, your turn - 'Today is Monday, tomorrow will be Tuesday.'
- White Rose Maths - 3 small group sessions of maths per week.
- Continuous provision - access to maths resources and modelling of maths skills and vocabulary in all areas.

Reception

- Morning Meeting - self-registration - tens frames - what do we see/notice? Discussion on composition of 5 and 10 - daily counting.
- Days of the week and dates of the month.
- White Rose Maths - slides daily including whole class group task afterwards.
- 2 x explicit teaching/group work linked to White Rose Maths outcomes and Development Matters.
- Continuous provision - access to maths resources and modelling of maths skills and vocabulary in all areas - resources linked to skills taught that week.

Year 1

- 3 days of arithmetic and 2 days of Fluency Bee. Fluency Bee is a structured, daily 15-minute White Rose programme designed to boost number confidence.
- 5 maths lessons - using White Rose Maths Scheme.

Year 2

- 5 days of arithmetic .
- Daily Fluency Bee.
- 5 maths lessons - using White Rose Maths Scheme .

Year 3

- 5 days of arithmetic - one of the 5 days is times-tables.
- Daily Number Sense Maths. Number Sense Maths builds fluency in multiplication & division facts, and understanding of multiplicative relationships.
- 5 maths lessons - using White Rose Maths Scheme.

Year 4

- 5 days of arithmetic - one of the 5 days is times-tables.
- Daily Number Sense Times-Tables Fluency.
- 10 minutes a day on Times Table Rockstars.
- 5 maths lessons - using White Rose Maths Scheme

Year 5

- 5 days of arithmetic - one of the 5 days is times-tables.
- Daily Number Sense Times-Tables Fluency.
- 2 x 30 minutes sessions of arithmetic practice and skills taught.
- 5 maths lessons - using White Rose Maths Scheme.

Year 6

- 5 days of arithmetic - one of the 5 days is times-tables.
- 2 x 30 minutes sessions of arithmetic practice and skills taught.
- 5 maths lessons - using White Rose Maths Scheme.

Additional Maths Information:

- Reading books, songs/nursery rhymes linked to maths in EYFS and KS1.
- Every maths lesson starts with an opportunity for pupils to retrieve, revisit and consolidate prior learning - this is called our Flashback 4.
- Homework is linked to Numbots and Times Table Rockstars.
- PPA - Use of Online resources - Times Table Rockstars.
- Use of Century (Key Stage 2).
- Times Table Rockstars competitions.
- Annual My Money Week Competition - real life maths.
- There are bespoke badges for number bonds and times-tables.

Early Years and Key Stage 1 (25 Questions) - Number Bonds to 20

Score	Badge
16 to 19	Green
20 to 25	Copper

Year 3 and Year 4 Times-Tables Award Scheme

Score	Badge
25 in the Official Check	Ultimate
25 in an Internal Check	Champion
21 to 24	Gold
17 to 20	Silver
13 to 16	Bronze

Recording of Maths:

Early Years

- Nursery record evidence in a floor book and on Tapestry.

Reception

- Record evidence in a floor book - 1 page per block.
- 1 entry on Tapestry a week for each child unless it is recorded in books. If a child has recorded in their maths book, then the teacher will put some evidence on Tapestry that is manageable.
- Autumn 1 - no requirement for maths books.
- Autumn 2 - Higher Ability if appropriate.
- Spring 1 - evidence in books for Higher Ability/Middle Ability.
- By Spring 2 - evidence in books for everyone.

Year 1 to Year 6

- A children have an arithmetic book and maths book.
- Some year groups have manilla folders for extra arithmetic lessons, Fluency Bee work if needed and Number Sense Times Table Fluency work.

Science Summary:

- Intent: In Science, we encourage our children to be curious about natural phenomena and to be intrigued by the process of understanding the world around them. Children will be encouraged to work scientifically and develop scientific knowledge and understanding of the nature, processes and methods of science.

- Implementation: Our Science curriculum is taught as discrete units and lessons, to ensure coverage linking into topics and themes. Throughout Key Stage 1 and Key Stage 2, Science is taught consistently, once each week for up to two hours. Year 1 through to Year 6 predominantly use the White Rose Science scheme. Science in EYFS is taught through topics within the 'Understanding of the World'. This bespoke curriculum was designed by the EYFS teaching staff, covering the necessary elements of the statutory framework. Throughout the school, children are taught how to develop and use a range of skills including observations, planning and investigations and become independent learners by exploring possible answers for their own scientific based questions.

- Impact: Children will show enthusiasm for science. They will become increasingly independent when working scientifically, selecting the appropriate resources and equipment, using scientific vocabulary with accuracy. Children will develop an understanding of the uses and implications of Science in the wider world. They will apply their scientific knowledge to real life scenarios and use their investigative skills to independently complete experimental work, as they continue their scientific journey into secondary school. We are currently trialing the end of unit formative Science assessments from the White Rose scheme. In EYFS assessments are predominantly through observation and conversations with children.

Computing Summary:

- Computing is delivered through the Teach Computing curriculum from the National Centre for Computing Education (NCCE), which provides a coherent and progressive sequencing of knowledge and skills; this is adapted where appropriate to meet the specific needs of our pupils.

- Learning is recorded through pupil work in books, Teach Computing worksheets, and, from Spring Term, digital evidence, including screenshots of work produced by SEND, lower-attaining, middle-attaining and higher-attaining pupils across each unit. One class is currently piloting the use of PowerPoint as a digital learning portfolio to support more consistent evidence capture.

- Impact is assessed through ongoing formative teacher assessment, review of pupils' digital and written outcomes, and pupil voice, enabling leaders to evaluate pupils' understanding, progression and readiness for the next stage of learning across all strands of the Computing curriculum.

- In spring 2026, the school was awarded the NCCE Computing Quality Mark for excellence in computing curriculum delivery.

History Summary:

- At Throston Primary School, we want history to ignite our pupils' curiosity about the past. Our history curriculum allows children to ask questions, think deeply, study evidence, and develop their understanding of our world. Our history curriculum is carefully designed and sequenced to ensure all children develop a secure understanding of local, British and world history.

- Our curriculum content is knowledge and vocabulary-rich and taught in chronological order, allowing pupils to make meaningful connections over time. As children progress through the school, they revisit and build upon key historical concepts, deepening their understanding and supporting long-term learning.

- Children are assessed through a combination of formative and summative approaches, including ongoing discussions, work completed in their books, and assessment against end of year expectations. This allows progress to be monitored continuously and ensures that teaching is responsive to each child's needs.

- By the time our pupils transition into secondary school, they will: have developed a chronological knowledge and understanding by investigating the past and how it influences the present; ask and answer questions about change, cause, similarity, difference and significance; reflect on previous learning and use evidence to form their own opinions; communicate their ideas about history in a variety of ways using appropriate vocabulary & develop enjoyment, empathy and curiosity for finding out about the past.

Geography Summary:

- Our Geography curriculum is delivered through the 'Kapow Geography' scheme, it provides a coherent, sequenced, and knowledge-rich programme of study aligned with national curriculum expectations.

- Learning is recorded systematically through pupils' books and Kapow worksheets, demonstrating progression of disciplinary and substantive knowledge. Book scrutiny, including targeted samples from *SEND/disadvantaged, lower-attaining, middle-attaining, and higher-attaining pupils*, enables leaders to evaluate consistency, expectations, and the quality of work across cohorts.

- To strengthen evaluation of impact, pupil voice is used to determine how effectively pupils know, remember, and can articulate key geographical concepts and vocabulary. This combined approach ensures leaders have a robust understanding of the intent, implementation, and impact of Geography across the school.

Art and Design Summary:

We believe that art, craft, and design enable children to develop their human creativity. Our curriculum engages, inspires, and challenges pupils, giving them the knowledge and skills to experiment, explore, invent, and create their own work using a range of media and materials. Pupils learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are introduced to a diverse range of artists and designers, enabling them to think critically and develop knowledge and understanding of art and design and how they reflect and shape our history and culture. We provide opportunities for discussion and reflection on what we have seen and children's own work. We recognise the role of art in promoting wellbeing, self-esteem, and creativity.

At Throston Primary School, we use 'The AccessArt Primary Art Curriculum' to support the delivery of a rich, broad, balanced, diverse, and engaging art curriculum. AccessArt is a Subject Association for Art, registered charity, and member of the British Educational Suppliers Association that promotes open-ended, transferable creative learning. Their curriculum support ensures that our pupils receive a high-quality art education that is relevant, engaging, and encourages them to explore and embrace their own creativity.

Teachers make use of ongoing assessments based on observation, discussion, questioning, and outcomes in sketchbooks and final pieces. Individual sketchbooks show progression, creativity, experimentation, and personal expression, while high levels of engagement, enjoyment, and enthusiasm for art across the school demonstrate that our pupils are creative and reflective young artists in the making.

By the time our children leave us to transfer to secondary school, they will:

- use sketchbooks to record, explore, and develop ideas
- develop their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials
- have a growing understanding of a diverse range of artists and designers

Design and Technology Summary:

- Design and Technology is an inspiring and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems, within a variety of contexts, considering their own and others' needs, wants and values. At Throston Primary School, we provide opportunities for children to take risks, become resourceful and solve problems. Pupils are taught to design, make and evaluate using an iterative process. They develop their subject knowledge and links with maths, science, computing and art and develop a critical understanding of the impact of design and technology on their daily life and the wider world.

- By the time our children leave us to transfer to secondary school, they will develop knowledge and skills to design and make products for a range of users including how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical and electrical systems in their products and use computing to program, monitor and control their products, evaluate and test their own ideas and products and understand how to cook using a range of cooking techniques and apply the principles of a healthy and varied diet.

- At Throston Primary School, we follow 'Projects on a Page' which is a scheme of work developed by The Design and Technology Association to support primary schools to teach DT in an imaginative way. The scheme is very flexible, allowing teachers to use their creativity and professional judgement while ensuring the quality, integrity and rigor of children's learning.

- DT books provide a clear record for pupils, teachers, and parents of how children think, design, make, and evaluate. Pupil voice indicates that children value the making process and show a strong preference for practical sessions. They can articulate, with enthusiasm, how their projects develop from initial sketches and ideas into a finished physical outcome.

- Children are assessed following End of Year skills document which is closely linked to The National Curriculum and 'Projects on a Page'. Progress is also informed through a range of evidence, including book scrutiny, pupil voice, and ongoing teacher observations.

Physical Education Summary:

- Our Physical Education Curriculum promotes a healthy and active lifestyle for all our pupils. A balance of individual, team, and competitive activities, caters for individual pupil's needs and abilities.

- Part of our sports premium money provides us with the expertise of specialised PE teachers and sports coaches to deliver weekly PE lessons to help up-skill our staff and offer specialist teaching for our children.

- In addition to our PE lessons, we also have a wider curriculum offer which gives pupils the opportunity to take part in extra-curricular sports clubs and competitions. Our pupils have shared many individual and team successes including Town and County finalists.

- Assessment is carried out at the end of each term stating whether children have or have not met their end points. An action plan is created to help those children who have not met the end point. Assessment is passed up to the next teacher.

Music Summary:

- At Throston Primary School, our music curriculum is designed to build pupils' musicianship step by step. We want every child to develop confidence, enjoyment and a strong foundational understanding of listening, performing and composing.

- Throughout their time with us, pupils experience a range of musical genres, traditions and historical periods through knowledge of inspirational musicians, so they develop cultural understanding and a genuine appreciation for music.

- We use high-quality specialist input, including whole-class instrumental tuition from Tees Valley Music Service. These lessons focus on developing core skills: pulse and rhythm, pitch, notation, listening and appraising, and performing. This gives all pupils access to practical music-making and progression in instrumental skills.

- Children also have regular opportunities to perform - through weekly singing assemblies, termly class performances for families and taking part in wider musical experiences beyond school, which helps pupils build real confidence performing to an audience.

- For SEND children in our Phoenix Room, we use Charanga to support personalised musical development, ensuring they can fully access and enjoy the subject.

- Evidence is gathered through termly assessments, music lead observations, pupil voice, recordings of performances, and work in class books when learning about inspirational musicians. This helps to track how well pupils are developing key skills over time and identify where support is needed. Due to this approach, pupils show clear progression in musicianship. They can use basic notation, perform with growing fluency and accuracy, and talk confidently about what they have learnt and what they could improve.

- Pupil voice shows they enjoy the subject and feel successful in it. By the time they leave us, our aim is that pupils are capable and enthusiastic young musicians who are ready for the next stage of their musical learning.

Modern Foreign Languages Summary:

- Here at Throston, the core language taught throughout Key Stage 2 is French. It is the intention that all children access first quality teaching of French, by their class teacher, to adequately prepare them for Key Stage 3.

- Lessons are interactive, fun and lively and children are given the opportunity to develop new communication skills and build a vocabulary in a foreign language. Speaking a foreign language is a key to a door, opening up a new world of possibilities and opportunities.

- Our MFL curriculum is designed to progressively develop skills in French. We are currently using 'Language Angels' to deliver our French lessons. These ensure children acquire a bank of vocabulary organised around topics. They ensure development is progressive as they build on previous knowledge from units already studied. All children in Key Stage 2 are taught French in a weekly discreet lesson, delivered by the class teacher.

- We measure the impact of our curriculum through the following methods: observing children speaking and listening in another language, marking of written work, pupil voice, book and there is the opportunity for a dialogue between teachers and co-ordinator. Learning walks are carried out with link governor.

Relationships Education and Health Education Summary:

- P.S.H.E. is taught using a purchased scheme SCARF – Coram Life Education. SCARF stands for Safety, Caring, Achievement, Resilience, Friendship.

- Work is recorded using class floor books to collect samples of mixed ability work both for P.S.H.E and other personal development opportunities in school.

- A new half-termly assessment sheet is in the process of being developed this spring term (see SDP).

Religious Education Summary:

- Religious Education is a statutory, subject taught across Throston Primary School. It is taught using the Hartlepool Agreed Syllabus and explores major world religions, beliefs and practices, for example Christianity, Hinduism, Sikhism and Islam, to promote respect and understanding.

- Lessons are taught using an enquiry-based approach to encourage critical thinking, always starting with a question to answer. Teaching methods often include analysing stories, exploring artefacts and discussing ethical questions to develop deeper learning.

- Assessment is carried out at the end of each term stating whether children have or have not met their end points. An action is created to help those children who have not met the end point. Assessment is passed up to the next teacher.

- Parents have the legal right to withdraw their child from Religious Education lessons.

- We use members of the local church (St. Luke's Church), to bring bible study to life via 'Open the Book' sessions.

Summary Self Evaluation: Achievement - Expected Standard

Successes:

- Children join our Nursery well below age-related expectations especially in English and maths. However, they make accelerated progress in our Early Years and are in line with the national average by the time they leave Reception (GLD - 71.9% in 2026).

- Children develop the necessary compositional skills and knowledge required.

- Based on a three-year trend outcomes at the end of Year 6 in Reading, Writing and Maths are significantly above the national average: 69% vs. 62%.

- Based on a three-year trend outcomes at the end of Year 6 in Reading are significantly above the national average: 82% vs. 75%. Outcomes for disadvantaged pupils in reading are also above the national average: 70% vs. 63%. This is due to a very strong culture of reading, which ensures children are lifelong readers. This demonstrates significant progress from Year 1 phonic outcomes.

- Based on a three-year trend outcomes at the end of Year 6 in Writing are above the national average: 76% vs. 72%. Outcomes for disadvantaged pupils in reading are also above the national average: 60% vs. 59%

- Based on a three-year trend outcomes at the end of Year 6 in Maths are above the national average: 78% vs. 74%. Outcomes for disadvantaged pupils are 1% above the national average.

RWM expected standard

All pupils - Reading, writing and maths expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
3-year	178	69%	62%	Above (non-sig)	Not applicable	58%	Above (sig+)	Not applicable
2026	59	71%	63%	Close to average (non-sig)	No sig change	60%	Above (non-sig)	-
2025	60	58%	62%	Close to average (non-sig)	Sig decrease	62%		-
2024	59	78%	61%	Above (sig+)	Not available	60%	Above (sig+)	-

* Only "above" and "below" bandings are displayed for similar schools.

Reading expected standard

All pupils - Reading expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
3-year	178	82%	75%	Above (sig+)	Not applicable	74%	Above (sig+)	Not applicable
2026	59	81%	75%	Close to average (non-sig)	No sig change	74%	Above (non-sig)	-
2025	60	80%	75%	Close to average (non-sig)	No sig change	76%	Above (non-sig)	-
2024	59	85%	74%	Above (non-sig)	Not available	76%	Above (non-sig)	-

* Only "above" and "below" bandings are displayed for similar schools.

Writing expected standard

All pupils - Writing expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
3-year	178	76%	72%	Close to average (non-sig)	Not applicable	70%	Above (non-sig)	Not applicable
2026	59	75%	73%	Close to average (non-sig)	No sig change	71%		-
2025	60	72%	72%	Close to average (non-sig)	No sig change	73%		-
2024	59	83%	72%	Above (non-sig)	Not available	72%	Above (non-sig)	-

* Only "above" and "below" bandings are displayed for similar schools.

Maths expected standard

All pupils - Maths expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
3-year	178	78%	74%	Close to average (non-sig)	Not applicable	71%	Above (non-sig)	Not applicable
2026	59	73%	75%	Close to average (non-sig)	No sig change	72%		-
2025	60	73%	74%	Close to average (non-sig)	No sig change	74%		-
2024	59	86%	73%	Above (sig+)	Not available	74%	Above (non-sig)	-

* Only "above" and "below" bandings are displayed for similar schools.

Areas for Improvement (what is not good enough at Throston Primary):

- To accelerate outcomes in English Grammar, Punctuation and Spelling to be in line with national for all pupils, including disadvantaged.

- To sustain the relentless improvement in Phonic Screening Check outcomes (85.5% in 2026) at the end of Year 1. Improvements are continuing thanks to the involvement of specialists (Westgarth Hub) and improved adaptive teaching. To ensure strong outcomes in Word Reading (Reception) and matched by high outcomes in the Year 1 PSC via improved use of Little Wandle assessments.

- To continue the improvement in the multiplication check, last year the average (22.4).

Overview:

EGPS expected standard

All pupils - EGPS expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
3-year	178	62%	73%	Below (sig-)	Not applicable	69%	Below (non-sig)	Not applicable
2026	59	56%	74%	Below (sig-)	No sig change	70%	Below (sig-)	-
2025	60	62%	73%	Below (non-sig)	No sig change	72%	Below (non-sig)	-
2024	59	69%	72%	Close to average (non-sig)	Not available	74%		-

* Only "above" and "below" bandings are displayed for similar schools.

Improving Grammar, Punctuation and Spelling Outcomes:

- In 2023, the DHT and English Lead organised progression documents for grammar and spelling to ensure coverage and a consistent approach across school. We gave a clear sequence of steps to teaching spelling. CPD was delivered. In autumn 2026, we changed to NFER assessments after using Boost Insights for many years.

- We have since delivered further CPD to revisit teaching strategies and asked teachers to ensure teaching is applied to their writing alongside the grammar

teaching sequence and to keep using the terminology and purpose during shared writing to deepen their understanding of the skills being taught.

- We have given time to make an impact because we knew that improvements would not happen quickly. However, we have not seen a significant amount of progress, so we need to change our approach to teaching grammar. There are a few reasons why our changes have not made the impact to our end of Key Stage 2 results like we had hoped. Firstly, our internal data has not flagged up significant weakness but showed that most children are on track until when the children get to Year 6 when gaps issues are identified. Also, our documents ensured coverage they did not set out a prescriptive approach to teaching grammar like for instance our whole class reading lessons do.

- Moving forward, we are incorporating daily grammar blasts at the beginning of our English lessons in Key Stage 2. Within these sessions the children are presented with consistent daily retrieval of terminology and a test style question whereby which the children work in pairs, verbalise what the question is asking for and how they are going to answer it, answer then share. This will help with question technique by identifying key words to understand what the question is asking and emphasising the need for essential elements - full stops, capital letters and correct spelling.

- Year 6 have set up intervention groups for grammar, and they have organised an Easter school with a spelling and grammar focus. The Year 6 children have been given GPS homework books, and we intend to hold a parent meeting to offer support for parents on how to support the children at home. The children also use Century, an online learning platform, to complete grammar tasks.

- We have CPD planned for teachers and support staff to introduce a clear consistent approach to teaching grammar which is consistent across school with the aim to reduce cognitive load and focus on the skills. Every teacher will use the same definitions, terminology and approach. We are considering subscribing to a scheme if this seems to be a way to reduce teacher workload, ensure consistency and make a positive difference.

Improving Year 1 Phonic Outcomes:

- We started using Little Wandle in 2021 and the programme has evolved a lot since then. We were achieving good results and then we experienced a drop. We successfully secured two significant early reading funding bids from St. Michael's and Westgarth English Hubs. The funding ensured that we were well resourced with resources to support the Little Wandle programme and reading scheme.

- Following the second funding bid, we signed up to be a partnership school with Westgarth Hub which would give us three years' support which was ideal to help improve our phonics scores.

- Our Westgarth Hub Literacy Specialist is supporting us well and we are making good progress. She has been working closely with our English lead and headteacher. She identified that teaching across Reception and Year 1 is good, but our use of the assessment tracker needed developing and which in turn would better inform our keep-up groups, reteaching and reassessing. Our English Lead is in contact with a local Little Wandle specialist and has attended further Little Wandle face-to face training to ensure fidelity to the programme.

- During the spring 2025, all staff completed the Little Wandle training again.

- The children who have not achieved the expected standard receive Rapid Catch-up from Year 2. This is soon to be a targeted area for development within Little Wandle where training and support will be given to schools. Our English lead has already reached out to a Little Wandle specialist who has offered to give us support in advance of the official training.

Improving Year 4 Multiplication Check Outcomes:

- Using Number Sense Times Table Fluency Programme. Year 3, 4 and 5.
- Using daily Times Table Rockstars Soundcheck 10 minutes each day - Soundcheck simulates the Multiplications Check. This helps the children to prepare for the MTC.
- Homework is linked to number bonds and times tables across the school - use of Numbots and Times Table Rockstars.
- Each term children complete an MTC check (from Year 3 to Year 6) using MathsFrame and scores are recorded and shared with parents.
- Children in Year 4 complete the MTC on TTRS each term.
- Parent/carer are invited to a meeting to inform what the MTC is and how to support their child at home.
- Parent/carer engagement - parents invited in to share Number Fluency lesson and how we chant so that they can support at home.
- Parents are updated with the heat mat from TTRS to show the progress their child.
- Targeted interventions for identified pupils who need more support to understand the multiplications and apply it - two mornings a week.
- Maths lead during release will work with small intervention groups to help improve multiplication knowledge.
- During PPA - online to help improve times table knowledge.
- Termly times tables competitions.
- Bespoke multiplication badges for Year 3 and Year 4.
- Maths lead has achieved the National Professional Qualification for Leading Primary Maths to ascertain vis research additional ways to improve outcomes for the MTC.

Summary Self Evaluation: Attendance and Behaviour - Expected Standard

- Previous internal and external judgements show behaviour to be good.
- Incidences of poor behaviour are rare, but when they do happen they are dealt with effectively.
- Our school is in a community of high deprivation leading to a range of challenging home circumstances. However, our families and children see school as a haven for support and guidance. As a result there is a significant amount of respect from our community for the school.
- Our behaviour policy outlines our response to bullying including online bullying and prejudice-based bullying. Pupils are regularly reminded about this during assemblies, lessons, and PSHE sessions.
- Pupils consistently have highly positive attitudes and commitment to their education - they are highly motivated and as a school we are encouraging a development of resilience to support pupils when they face difficulties.
- We encourage and reward positive behaviour through the use of ClassDojo points based on our three school rules: Be Kind, Be Ready and Be Safe. We also use stickers, certificates, achievement assemblies and Always. The latter is a Friday celebration of 16 children from within the school, who 'always' follow the school rules.
- The school character values outline key characteristics that have been agreed by the pupils, and which outline a range of individual attributes that we aspire to, and which would reflect a positive, well behaved, well-mannered and contributing citizen - Throsties were introduced to promote these attributes amongst our pupils.
- There have been no permanent exclusions, whilst suspensions match the national average.
- Poor behaviour is prevented from disrupting lessons, or the school's day-to-day life via the use of bespoke environments and behaviour strategies.
- All staff apply consequences for poor behaviour consistently, due to the creation of Personal Support Plans.
- Attendance is above the national for all key groups including SEND and disadvantaged. 95.4% in 2025/6 (2 terms).
- Nursery attendance is tracked to instill positive habits for future learners.

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (2 term)	351	95.4%	94.9%	Close to average	Relative decline	-
2024/25 (3 term)	353	95.9%	94.8%	Above	Relative improvement	-
2023/24 (3 term)	350	95.4%	94.5%	Above	Relative improvement	-
2018/19 (3 term)	356	96.7%	96.0%	Above	Not available	-

▶ Chart

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (2 term)	92	92.4%	92.3%	Close to average	Relative decline	-
2024/25 (3 term)	84	93.5%	92.3%	Close to average	In line	-
2023/24 (3 term)	89	93.2%	92.0%	Close to average	Relative decline	-
2018/19 (3 term)	81	95.8%	94.4%	Above	Not available	-

▶ Chart

SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (2 term)	81	93.8%	92.2%	Close to average	Relative decline	-
2024/25 (3 term)	70	95.0%	92.3%	Above	Relative improvement	-
2023/24 (3 term)	59	93.6%	92.1%	Above	Relative improvement	-
2018/19 (3 term)	37	95.7%	94.4%	Above	Not available	-

Persistent absence

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2025/26 (2 term)	351	10.5%	13.2%	Close to average (non-sig)	No sig change	-
2024/25 (3 term)	353	10.2%	13.0%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	350	10.3%	14.6%	Below (sig-)	Sig increase	-
2018/19 (3 term)	356	3.4%	8.2%	Below (sig-)	Not available	-

▶ Chart

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2025/26 (2 term)	92	26.1%	24.7%	Close to average (non-sig)	No sig change	-
2024/25 (3 term)	84	23.8%	24.9%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	89	25.8%	27.1%	Close to average (non-sig)	No sig change	-
2018/19 (3 term)	81	4.9%	16.1%	Below (sig-)	Not available	-

▶ Chart

SEN - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2025/26 (2 term)	81	17.3%	22.4%	Close to average (non-sig)	No sig change	-
2024/25 (3 term)	70	15.7%	22.4%	Below (non-sig)	No sig change	-
2023/24 (3 term)	59	23.7%	24.2%	Close to average (non-sig)	No sig change	-
2018/19 (3 term)	37	13.5%	14.8%	Close to average (non-sig)	Not available	-

Summary Self Evaluation: Personal Development and Well-Being - Expected Standard

- Learners respond positively to their lessons and are proud of their achievements
- There is a rich range of experiences open to all pupils and pupils including additional music lessons, additional PE activities and a range of extra-curricular activities, such as drama.
- Pupils are confident, self-assured learners. They indicate that pupils are proud of their achievements and of their school.
- Relationships are strong across the school.
- There is an effective CPD programme and a high level of First Aid trained staff.
- All staff fully updated in safeguarding procedures.
- Governors engage in safer recruitment procedures.
- The school has a bespoke curriculum, which promotes pupil well-being. This is supported via the use of SCARF. SCARF (Safety, Caring, Achievement, Resilience, Friendship) is a whole-school approach to develop children's health & wellbeing through PSHE.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.
- The views of learners are respected and acted upon - for example the pupil leadership team is working alongside staff leaders to develop areas of the school development plan.
- Pupils make a positive, tangible contribution to the life of the school and there are many examples where pupils actively support the wellbeing of other pupils, for example the Upper Key Stage 2 Playleader programme, RotaKids and Pupil Leadership Team. RotaKids have raised a significant amount of money for the school and British Legion this year (2026/2027). The Pupil Leadership Team are the voice of the pupil. Each year they embark upon a project. During the last three years they have had successfully:
  2025 to 2026: Implemented a new ticketed reward system.
  2024 to 2025: Brough pets to Throston.
  2023 to 2024: Set up a successful tuck-shop.
  2022 to 2023: Ensured the creation of a Multi-Use Game Area - to celebrate the school's 50th birthday.
- There is a strong sense of community - this is promoted both in class and throughout the assembly programme.
- Teaching resources and displays are of a high quality, and they celebrate the achievements of all.

- The school has a very strong reputation for inclusion and the whole school community supports and celebrates the achievements of all.
- Pupils can explain accurately and confidently how to keep themselves safe and healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- All pupils understand our school rules: Be Kind, Be Ready and Be Safe, and work as a team to support their individual house.
- The NSPCC programme is embedded in school. Pupils can articulate how they keep themselves safe or raise concerns if they feel unsafe.
- There are a varied range of fully inclusive opportunities for pupil's talents and interests to be nurtured and developed.
- Children have a clear understanding of British Values, Protective Characteristics and Online/Offline risks.





Summary Self Evaluation: Early Years - Expected Standard

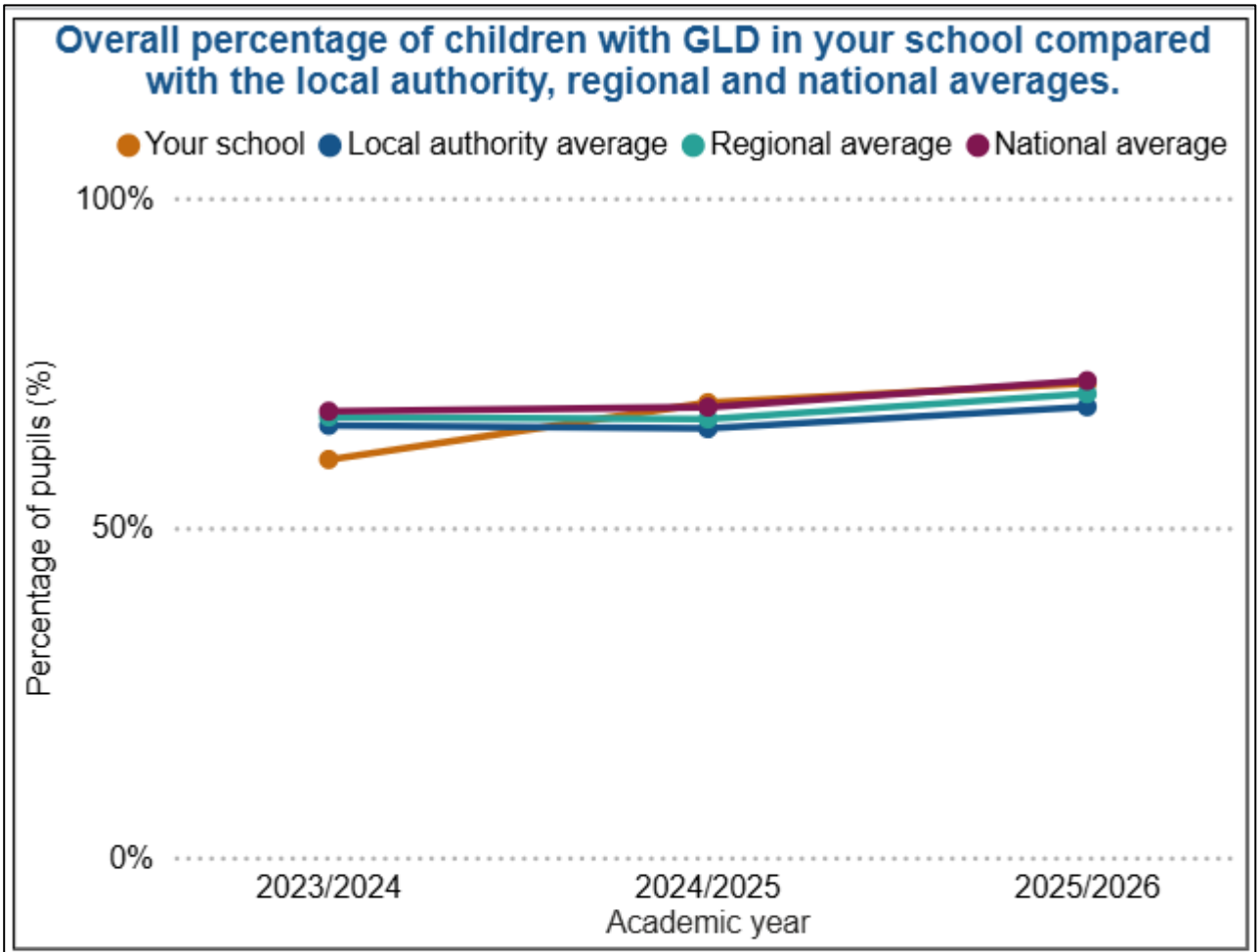
- The school strapline 'A Flying Start to Success' highlights the importance of getting teaching and learning right at the start of a child's education.
- The school meets the statutory requirements of the EYFS.
- There is an appropriate balance of planned learning and child-initiated play.
- There is a clear planning sequence that ensures a wider focus on the prime areas of learning as pupils progress.
- There are clear daily routines, which are understood by all.
- Language and vocabulary are at the heart of high-quality interactions.
- Emphasis is placed upon children having a comfortable pencil grip, increasing accuracy and fluency in word reading, and strong spelling, handwriting and number facts knowledge.
- The curriculum ensures, that all learners progress including the youngest children.
- Early Years interventions, such as Early Talk Boost Training and ELSEC (Early Language Support for Every Child) ensure barriers to progress are reduced.
- Staff scaffold, model and extend based on the individual need of the child.
- Outcomes at the end of Reception are improving, last year the school achieved in-line with the national average: 71.9% (national: 72.3%), whilst disadvantaged outcomes (60%) were above with the national average (54.8%).
- Rates of progress from pupil's starting points are at least good. Most pupils baseline data falls significantly below average on entry.
- Leaders use a range of strategies to engage parents : Tapestry, Stay and Play workshops and Early Reading workshops. As a result strong relationships are built and developed.
- The Early Years environment is rich and varied both inside and outside.
- Reception and Year 1 staff work very closely together, ensuring transition is successful for example liaison over the systematic phonics programme 'Little Wandle'.
- There is a very strong partnership with parents and carers, childminders and other settings. This is further supported via a successful parent and toddler group 'Throstie Tots'. This ensures continuity of care and education.
- At Throston Primary School, our Early Years village is a nurturing and inspiring space where every child feels valued, supported, and empowered to reach their full potential. We believe that the Early Years are a time of wonder, discovery, and endless possibilities. Our intent is to provide a rich and stimulating environment

that ignites a love for learning, fosters curiosity, and builds strong foundations for future success.

- We are committed to creating a warm, inclusive, and safe setting where children, whatever their starting point, develop confidence, resilience, and a sense of belonging. Through purposeful play, meaningful experiences, and high-quality teaching and interactions, we strive to cultivate a lifelong passion for learning.
- Our goal is for every child to leave Throston Early Years setting and continue their Throston journey with a strong sense of self, the ability to form positive relationships, and the skills to embrace challenges with enthusiasm and determination. Together, with our Throston families and our wider school community, we aim to inspire children to dream, achieve, and thrive.
- Our Throston Early Years curriculum is designed with our children at the heart. It is tailored to the needs and developmental stages of our learners whilst also covering the statutory requirements of the EYFS. We have taken a thematic approach with overarching topics which give children opportunities to explore exciting activities, seasonal changes and engaging resources whilst giving the space and flexibility to cater for individual interests of the child. The curriculum is designed with sequenced skills and knowledge, from entering Nursery to the end of Reception year - making sure children are fully equipped and having experienced curriculum content that will aid a smooth transition into Year 1. Our whole school rules are integrated throughout our day-to-day teaching and activities and with careful guidance and encouragement, Early Years children become 'Safe, Ready and Kind.'
- Assessment in Early Years at Throston is an ongoing process whereby we have regular dialogue between practitioners about each child's learning and development, to support a successful Early Years journey and smooth transition to Key Stage 1. These regular observations help us recognise children's progress, understand their needs, and to plan activities and support.
- On entry to Nursery, a baseline assessment is completed against the Prime Areas of learning, followed by ongoing assessment through informal observations and planned group tasks. Tapestry is used to inform parents of wow moments in which their child has achieved. Half-termly assessments are completed on all seven areas using Development matters statements as a guide.
- An end of year report is written for Nursery children, commenting on each area of learning and development. The Reception Baseline assessment (RBA) is taken in the first six weeks in which children start reception. Ongoing assessment is completed throughout the year, with some 'wow' moments recorded on Tapestry. Half-termly

assessment is undertaken and progress recorded. Little Wandle assessments are completed half termly - feeding into catch up groups where required.

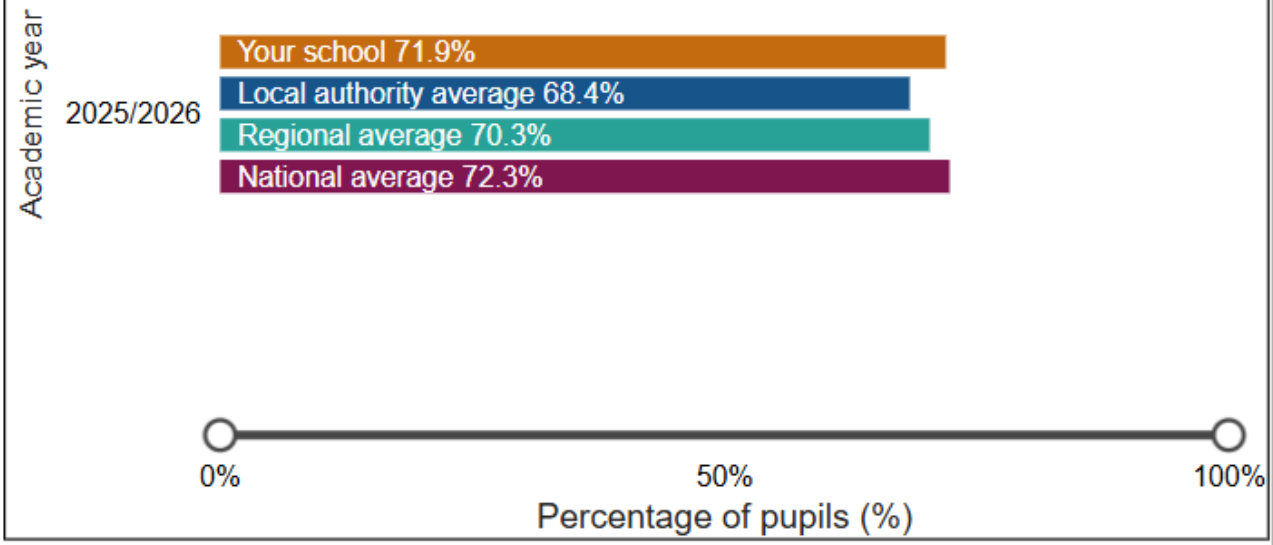
- Based on 'View Your Education Data':



The table below shows the number of children who achieved a GLD, the total number of children, and the percentage achieving GLD across the last three academic years.

Academic year	Number of children who achieved GLD	Total number of children	Actual percentage GLD
2023/2024	35	58	60.3
2024/2025	40	58	69.0
2025/2026	41	57	71.9

Overall percentage of children with GLD in your school compared with the local authority, regional and national averages for the latest academic year.



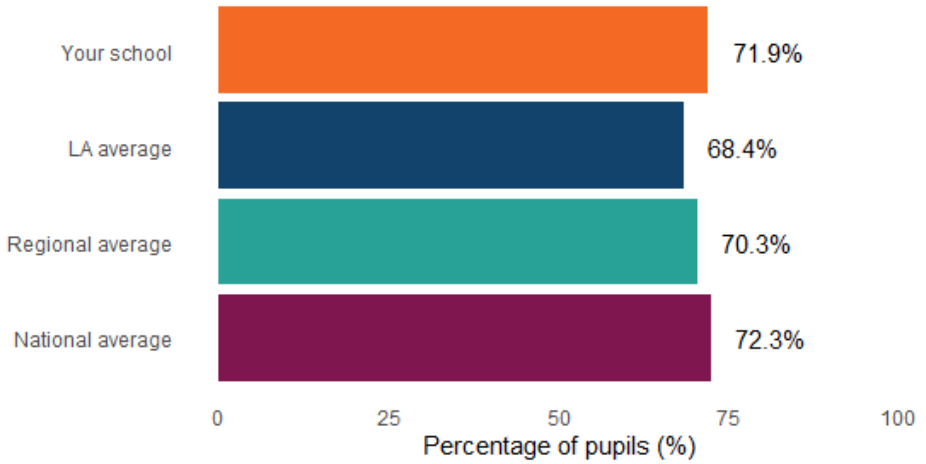
The table below shows the percentage point difference between your school's figure and the LA, regional and national averages, alongside an indication of the strength of evidence that your school's outcome is above or below these averages.

Category	Percentage GLD in 2025/26	Percentage point difference
Your school	71.9%	
Regional	70.3%	+1.6ppt
National	72.3%	-0.4ppt
LA	68.4%	+3.6ppt

Your GLD data

Overall children with a GLD

Figure 1: Overall percentage of children with a GLD in your school compared with the LA, regional and national averages for the 2025 to 2026 academic year.

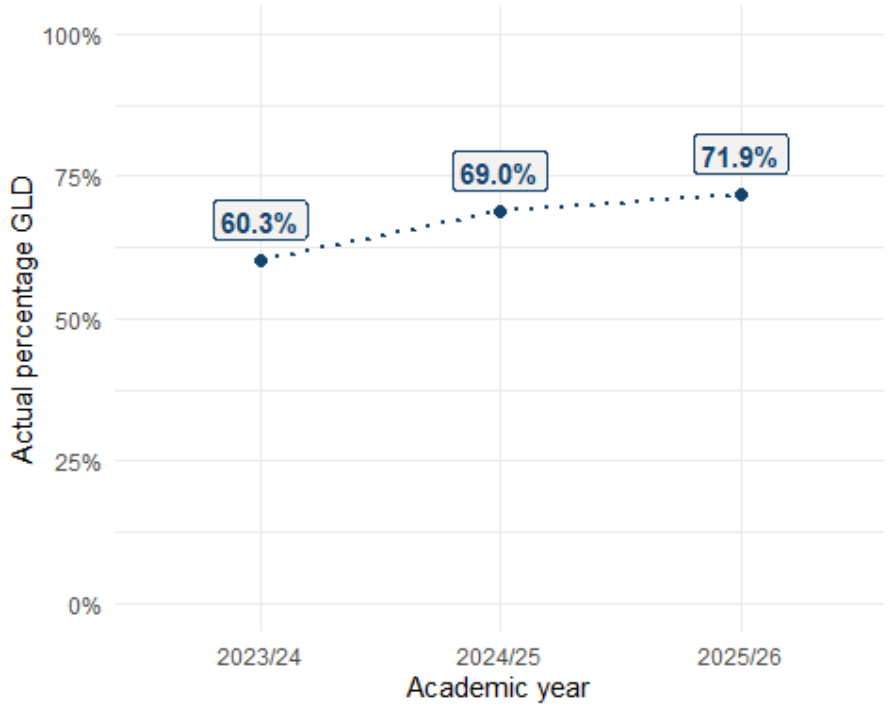


Sources: EYFS profile 2025/26 results for your school and LA, regional and national 2025/26 data from the DfE.

The table below shows the percentage point (ppt) difference between your school's figure and the LA, regional and national averages, alongside an indication of the strength of evidence that your school's outcome is above or below these averages.

	Percentage GLD in 2025/26	Percentage point difference
Your school	71.9%	NA
LA	68.4%	+3.6ppt
Regional	70.3%	+1.6ppt
National	72.3%	-0.4ppt

Figure 2: Overall percentage of children with a GLD in your school for the last three academic years.



Your GLD for the 2025 to 2026 academic year is higher than your GLD for the 2024 to 2025 academic year, where your school had 69.0% of children reaching a GLD.

The table below shows the number of children in your cohort assessed against the EYFS profile across the last three academic years, alongside the percentage of those who reached a GLD.

- Our Early Years Leader has the following qualification National Professional Qualification for Early Years Leadership (NPQEYL). This is helping to drive school improvement in Early Years. We are currently involved in the following:
- Early Education Partnerships Programme with Ad-Astra Academy and Eden Academy. The Early Education Partnerships Programme is a new Department for Education (DfE) initiative launched in June 2026 as part of the government's Best Start in Life strategy. It provides funding for primary schools, nurseries, pre-schools and childminders to work together to improve children's readiness for Reception and strengthen transitions into school. The programme runs from September 2026 to March 2029.
- The school is also involved with RISE Reception Network. These are networks of schools working together to improve the quality of Reception education and increase the number of children achieving a Good Level of Development (GLD).

- Early Years are also developing their neurodiversity-affirming approach. This is an increasingly important area of professional development in Early Years education. It focuses on understanding, accepting and supporting children whose brains develop and process information differently, including autistic children, children with ADHD and those with other developmental differences.

Summary Self Evaluation: Leadership and Governance - Expected Standard

- There is a shared drive for improvement throughout the school, to ensure every pupil can thrive.
- Leaders and governors have a good understanding of the school's effectiveness informed by pupil outcomes, the views of pupils, parents and staff.
- Leaders and governors have maintained very strong provision at Throston Primary School.
- Leaders and governors and are committed to setting high expectations for the conduct of pupils and staff.
- Leaders and governors have implemented an updated school vision and associated character values to drive developmental planning alongside detailed self-evaluation, focusing on both academic and pastoral aspects of pupil development and progress.
- Governors and leaders actively take into account the workload and well-being of school staff.
- The school meets the DfE expectation of 32.5 hours per week.
- Governance has been effective in overseeing the success of the school over recent years.
- New governors have brought additional experience from different working backgrounds which has helped provide further challenge.
- The school has a highly effective CPD programme which includes relevant up to date in house training with a clear focus on teaching and learning, and also outstanding links with external CPD providers such as the local authority and both local and national universities and colleges. As a result staff are highly trained in areas such as early reading, inclusion and speech and language.
- New staff including ECT's are well supported via the school leadership team.
- Leaders engage in regular CPD around pupil safety, for example radicalisation and where required, ensure that this is disseminated to all staff.
- There is a strong PTA which supports the school in raising thousands of pounds and hosting events such as the termly disco.
- Development of staff, examples include former 1:1/support staff that are now current teachers (Mrs. Cleveland and Mrs. Sharp) and former leaders that are now head teachers/Ofsted Inspectors (Mrs. Black and Mrs. Robins).
- Mant staff have achieved NPQ's for example the following by current staff: NPQ in Early Years Leadership (AD), NPQ for Leading Teaching (LM), NPQ for Leading Behaviour and Culture (AD and LM), NPQ for Leading Literacy (AH), NPQ for

Leading Primary Mathematics (EO), NPQ for Senior Leadership (AH, EO and ASA) and NPQ for Executive Leadership (MA).

- Finances are well managed with senior leaders using opportunities to provide school to school support through varying roles.
- The Headteacher is currently the cluster lead and a lead reviewer for the School Partnership Programme. Such roles ensure the school has a strong network of support. The school is also part of a maintained school collective, and has strong links with the partner secondary school, neighbouring special school and cluster of primary schools.
- The school employs the services of an external School Improvement Partner. Mr. Mark Nugent, a trained Ofsted Inspector and head teacher at Waterville Primary School, has supported the school for several years (please refer to his latest report).
- Senior leaders provide additional support to other local schools as external reviewers, on behalf of the Tees Valley School Partnership Programme.

