

Self Evaluation Report

Agreed

Chilton Community Primary School

URN: 147932

School Context

BRIEF SUMMARY

SCHOOL CONTEXT					
Number of pupils on roll	140	Number of pupils eligible for pupil premium	36%	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	0.6%
Percentage of pupils on track to meet expected standard/attainment targets	Post-Covid data still being collated	Percentage of pupils on track to exceed expected standard/attainment targets	Post-Covid data still being collated	Number of pupils currently not on track to meet expected standard/attainment target	Post-Covid data still being collated
Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment)	Reception on entry :R 87% below ARE, W 78%, M 44%	Most recent Ofsted grade	Good	Staff turnover over the previous year	Three new teachers Sep. '20
Percentage of pupils with English as an additional language (EAL)	12%	Pupil achievement for whole cohort (e.g. average progress scores for KS2)		Pupil achievement by characteristics (e.g. disadvantaged pupils, EAL, gender)	PPG – lower than average
Overall absence	4.2%	Persistent absence	9.5%		
Key Ofsted actions from last report	<p>Continue to monitor impact of changes implemented</p> <p>Increase challenge for more able in all subjects</p> <p>Ensure pupils consistently take pride and care in the presentation of their work</p>				

SCHOOL CONTEXT

<p>Key areas to improve</p>	<p>There has been ongoing underperformance in attainment and progress when compared to national figures. The leadership team is aware that previous Key stage one levels were artificially inflated which impaired the schools ability to achieve good progress. The 2019-20 year group which did not sit SATS at KS2 were the first year group since the new head started whose results at KS1 accurately reflected their attainment at that point. Assessment data in the year 2019-20 indicated that whilst attainment would likely have remained slightly below national, the progress indicators would have shown significant improvement as the pupils had a lower baseline at KS1.</p> <p>This year's year 6 cohort, even allowing for the impact of COVID, are on track to achieve good progress this year although attainment will likely be around or slightly below national.</p> <p>Following the school closure, early indications are that pupils have settled very well back into school routines. Initial assessments are indicating that the current year 1 class have been significantly negatively impacted by the closure. There are plans in place to give additional support in phonics for this cohort, however, given that this was already a weak cohort academically on entry to reception it is going to be extremely challenging to mitigate the impact of lockdown. Booster provision for this age of children before or after school is not something which the leadership team feels is ethical.</p> <p>Across the rest of the school assessments are still coming in, but it appears that KS1 have been more negatively impacted than KS2. There is a weaker year 5 cohort in the school currently and there is extra provision being made to support them going forward.</p>
<p>Key staffing areas of issue (e.g. temporary posts, staff receiving support)</p>	<p>Two staff are due to go on maternity leave in November but due to the uncertainty around their ability to work new staff were recruited to mitigate this. They are now being used to provide extra support to the vulnerable year groups in year 5 and year 1 as well as provide support to the newly recruited members of staff in the routines and expectations at the school.</p> <p>We have one teacher returning from maternity leave at some point, currently scheduled for February half term.</p> <p>There are no staff currently receiving additional support.</p> <p>Three teachers are on a fixed term contract until the end of 2020/21 pending the potential return of staff on Maternity leave and whether they return full or part time.</p>
<p>Budget information (e.g. free reserves, in-year surplus or deficit, 3 year projections)</p>	<p>3 year projections are in deficit but the school has significant reserves of over £200,000. Housing is being built locally so the number on roll is expected to grow steadily. There may be the need at some point to restructure the schools leadership through natural succession and this would reduce the deficit.</p>

SCHOOL CONTEXT

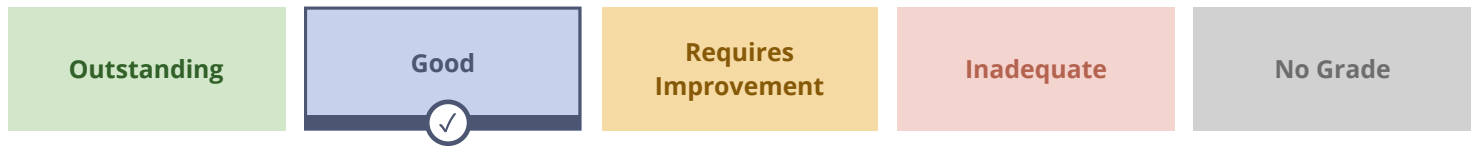
Key performance indicators for the next 3 years

KS2 progress is critical. The school's leadership has been fighting historic inaccuracy of KS1 data. These cohorts have now left the school so the progress scores in the next few years will I believe reflect the changes and long period of hard work that staff have put in to turn the school around.

Phonics outcomes will need to be monitored carefully in light of the school closure but should not be judged harshly as they are likely to be significantly lower than previous outcomes but not through any fault or poor teaching.

Quality of Education

JUDGEMENT



Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

At Chilton, this is through the national curriculum. We have a strong focus on core skills which many of our pupils historically found challenging and on top of these we have developed a strong foundation and wider curriculum tailored with local and regional links where appropriate. RWI, Arithmetic focus, TT rockstars, power maths, bespoke dyslexia friendly spelling scheme, Accelerated reader, Life skills, local links through art week, volunteering opportunities, year group passports, links to local support e.g. one life, wider opp's music and peripatetic lessons. SEND tracking demonstrates good or better progress.

- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Knowledge notes are used to support vocabulary understanding and retention, Quigley skills link to majority of foundation teaching when not published scheme e.g. music/PE, Power maths ensures progression, English has mapped out whole school reading spine which is ambitious and ensures progression. Writing progression is built into the Jae Consadine scheme that we follow. Respect, Believe Achieve is reinforced as an ethos to prepare for future learning. Careers day and focus on oracy through assembly. Development on STEM links through linked trips and acquiring the science mark. TWINKL planning supports teachers in ensuring revisiting of key learning.

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Pupils with SEND are supported to access the full curriculum. E.g. through use of knowledge notes. Quigley Skills allow lessons to be differentiated. Whole school excel tracking allows progress to be tracked accurately. Head and deputy oversee SEN which is a strength. Outside agencies used where appropriate e.g. Dyslexia outreach, CISS. Speech and language support is excellent. Independence has been focus and all SEN children are encouraged to be independent in their learning. New pupils are screened and support rapidly put in place on arrival. Range of tools used to identify needs e.g. dyslexia screening, phonics RWi assessment, BPVS etc. SEN files stored electronically to ensure up to date and accessible. SEN actions tracked on pupil overview. Best practice from SENCO award training adopted where identified e.g. parental offer on website.

- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.
- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.

Emphasis on being 'secondary ready'. This means being sufficiently literate and numerate to access the breadth of secondary education.

Developing a passion for foundation curriculum areas. Being ready for secondary in line with our values of 'Respect, Believe, Achieve'. Raising aspiration of families through building strong relationships grounded in mutual respect.

- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

TWINKL is structured to allow pupils to revisit knowledge as are Quigley skills.

- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

Basic skills, addressing gaps in cultural capital, raising aspirations. Links to 'Respect, believe, achieve'.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.

Support and planning given for art weeks etc. Planning documents provide objectives and skills. Documents created by sharing staff expertise. Teachers plan in pairs. Where necessary, plans are adapted, to inform teaching in the following cycle. Planning is supported and adapted from schemes. CPD is given where needed to support teachers.

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

Key vocabulary is mapped onto planning documents and where appropriate, onto knowledge notes, which inform discussions. Children are expected to use key vocabulary in each lesson. Understanding is checked systematically through end of topic quizzes, discussions in each lesson/good quality AFL. AFL developed through video lessons. Marking policy emphasises in the moment feedback. Staffing levels are high to support this.

- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

Topics are sequenced to allow the revisiting of knowledge and skills so pupils can consolidate and build on prior learning. Key vocabulary from previous learning is used e.g. building on historical vocabulary and events. Latest research applied through timely CPD e.g. Accelerate Teaching Programme, NPQML.

- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

Assessment policy encourages assessment and feedback during the lesson. English and maths assessments are regular, but clearly inform future planning. They can be designed to be timely and manageable e.g. quizzes/star read test. Discussion in lessons gives quick feedback. Knowledge is checked through short end of unit quizzes – this informs future planning and evaluates the effectiveness of the curriculum. Tests inform pupil progress meetings, but are not the whole source of evidence. RWI, multiplication and spelling assessments are regular and inform future teaching.

- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

National Curriculum forms the basis of the school curriculum. Planning resources are supportive and ensure coherence. Year group expectations often exceed those of the national curriculum. Textbooks and resources bought in by school based on strong settings visited and evidence based e.g. power maths.

- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Reading is prioritised, to allow pupils to access the full curriculum offer. Accelerated Reader. Morning and afternoon reading sessions. Different text types mapped out for each year group. Reading books matched to level using AR book level. Phonics outcomes through use of RWI.

- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

RWI is checked 4 weekly. Star Reader assessment. PIRA. Homework is linked. Guided Reading focuses on weaker assessment strands.

- The sharp focus on ensuring that younger children gain phonics knowledge and comprehension skills necessary to read, and the skills to communicate, gives them the foundations for future learning.

Phonics outcomes.

- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Generally we are but this could potentially be developed further.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

In EYFS, phonics, yr2 and increasingly across KS2 this is the case. Progress is improving all be it with a dip in reading in 2018-19. Attainment and in particular progress were on track to make significant improvements in 2019-20 prior to COVID.

- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

Music lessons/cooking/drama/choir/gardening, Quigley skills mapping and linked assessment. Reduction in exclusions.

- Pupils' work across the curriculum is of good quality.

Work in all subjects is regularly reviewed. Subject leaders have time weekly to identify and improve their subjects.

- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Arithmetic tests reflect this is improving. Power maths ensures appropriate pitch. AR ensures book pitch is correct and monitors frequency of reading which is shared in weekly assembly. Maths progress has improved. Changes in place to support reading further e.g. guided reading sessions adapted.

BITE SIZED QUESTIONS

O G RI I NG

Q	Question	O	G	RI	I	NG
Q1	How well can the leadership team (including curriculum leaders) explain the rationale and design of the curriculum?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2	How deliberate has the curriculum design been?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3	How clearly can the leadership team articulate the current priorities for the curriculum?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4	How well do the leadership understand the strengths and areas of development of the key stages and subjects within the school? Are there any groups of pupils who are less well served?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q5	What is the school's assessment of the breadth of the curriculum provided? Are sufficient opportunities for "Cultural Capital" provided?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Q6	How confident are leaders that the intent of the curriculum is implemented and that learning is sequenced effectively over time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Q7	How demanding is the "daily diet" of pupils' work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q8	How effectively do teachers use assessment?	
Q9	How accurately do results reflect the quality of education provided by the school and the aims of the curriculum? Is there alignment?	
Q10	How securely is essential knowledge of literacy and numeracy developed and reinforced across the curriculum?	
Q11	How effectively does the school ensure all learners, particularly the disadvantaged, and the most able, make strong progress from their different starting points, including in English and Mathematics? How accurate is the tracking of these groups? What actions have been taken when targets have not been met?	

Behaviour and Attitudes

JUDGEMENT



Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.

See above

- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

SRE curriculum endorsed by the PSHE association. Tree Groups and Oracy assemblies challenge stereotypes and differences. Volunteering encourages intergenerational respect as do volunteer readers.

- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

Nurture trained member of staff. Attendance/ punctuality is often part of the CAF. Positive relationship built with parents. Where significant behaviour has occurred, the leadership has ensured a structure is in place to minimise the impact on other children's learning.

- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

Pupil voice reflects this. Music has developed confidence and pride in individuals. Opportunities to develop oracy through drama – Shakespeare project. Children speak vocally of their success in reading and PUMA/PIRA tests.

- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

Nicola's spreadsheets. Changing morning line up routine. Head and deputy on gate. Data indicates and improvement over three years. EWO support has not been as effective as we would have liked – are working with academy to redress

- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.

Rates have fallen dramatically

- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Conduct pupil and parent voice

BITE SIZED QUESTIONS

O G RI I NG

B1	How successfully has the school built a calm and orderly environment? Is there a consistent approach from all adults to behaviour?	●	○	○	○	○
B2	How effectively has the school promoted prompt and regular attendance?	○	●	○	○	○

B3 What judgement would the school give that pupils feel safe from bullying, peer-on-peer abuse and the misuse of technology?



B4 How effectively has the school used its powers to temporarily and permanently exclude pupils?



Personal Development

JUDGEMENT



Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.

SRE scheme. Oracy assemblies encourage communication skills. Volunteering and community opportunities in each year group. Additional music lessons. Performance each year. Cooking sessions, trips.

- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

Year group passports.

- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

New SRE scheme. Tree group assemblies. Sports coaches at lunchtimes. Mental health week?, new playground equipment, One life links, yoga.

- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

Performances each year. Additional music lessons. Clubs – include Dance clubs and gymnastics. Links to private schools to broaden perspectives - Old Buckenham hall, Finborough school,

- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.

Build these back into the curriculum. Amy's school council parliament idea, embedded through our values Respect, Believe, Achieve. Yr 6 trip to the courts in Ipswich, gang talks in year 5/6.

- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

Cooking plan, planned trips/visitors, planned themed days linked to this, charitable fund raising.

- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

Oracy/tree group assemblies.

- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Oracy assembly, volunteering opportunities, careers day.

BITE SIZED QUESTIONS

O G RI I NG

P1

How robust is the evidence that the promotion of pupils' spiritual, moral, social and cultural development is effective?



P2	What judgement would the school give that learners are able to recognise and mitigate risks from all forms of bullying, radicalisation and the misuse of technology?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
P3	How robust is the evidence that priority is given to learners' physical and emotional well-being, including healthy eating, fitness and mental health awareness?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
P4	How successfully does the school create opportunities for pupils to develop character?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
P5	How successful is the provision of impartial careers advice or direction in enabling pupils to be ready for their next phase of life?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
P6	How rich is the range of personal development experiences that the school provides for pupils? What is the quality of these experiences?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>

Leadership and Management

JUDGEMENT



Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

Guidance documents, respect, believe, achieve, positive relationships with parents and families

- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.

Bespoke assessment system, tweaked as needed, quizzing will be introduced and changes to foundation assessment, visits to other settings to improve practice, NPQSL work, Joint practice development, SLIN work, CPD, NPQH work, SENCO award training, trust collaborative groups.

- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.

Reading cafes, Early help led by deputy, S + L support, parent learning sessions, careers sessions, local events e.g. cycling tour, rotary club, man shed charity, academy links, music concert, charity work, salvation army, one life, holiday clubs

- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

Workload demand in teaching is high but we have tried to minimise it where possible. See previous bullet point.

- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Budget carry fwd increased from 120,000 to 220,000 over three years, improvements in outcomes and behaviour in spite of redundancies. Monitoring by governors is patchy depending on the specific governors, we have new governors on the governing body and a potential successor for the chairs role.

- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

My concern purchased, liaise with other schools/siblings more effectively, gang talks, CAFs/CP's,

EYFS – 2 Good

BITE SIZED QUESTIONS

O G R I N G

L1	What is the effectiveness of safeguarding in protecting children, including the way in which the school identifies children at risk and secures the support that they need? How would you evidence this?	
L2	How effective are the school's self-evaluation systems? Do all leaders, including governors/trustees fully understand the school's strengths and weaknesses? Does this information drive improvement?	
L3	How clear and ambitious is the school's vision? Is this shared and "lived" across the school?	
L4	How effective is the school's engagement with stakeholders and action upon their views? How can the positive impact of this be evidenced?	
L5	How effectively do governors/trustees hold senior leadership to account for their stewardship of the school, including the management of resources? What evidence supports this?	
L6	Where responsibility for governance is shared across a range of parties (trustees, local governing body, MAT, etc.) - how clear are the lines of accountability? How are these functions monitored?	
L7	How informed are leaders of the issues facing staff at all levels of the school, and how responsive are they to these issues?	
L8	How confident are leaders that the courses and opportunities available place children's best interests at heart? Are leaders able to evidence that there is no "off-rolling" ?	
L9	How effective is the identification and provision of teachers' professional development?	
L10	How familiar are leaders/governors/trustees with the statutory duties of the school (e.g. the Equalities Act, 2010 and "Prevent"?) How could they evidence compliance in policy and practice?	

Overall

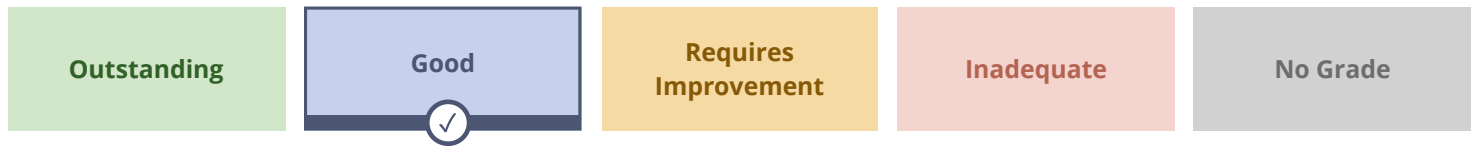
JUDGEMENT



- The quality of education is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
- Safeguarding is effective

Early Years

JUDGEMENT



Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.

The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

Regular assessment informs planning. Rigorous focus on core skills.

- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.

Phonics sessions are daily and differentiated appropriately, parents are supported to help their children. Daily class reader to broaden vocabulary. S+L support for pupils identified as having additional needs.

- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.

RWI

- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

S+L support, 1-2-1 phonics, 1-2-1 maths interventions

Implementation

- Children benefit from meaningful learning across the curriculum.

Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.

- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.

Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.

- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

Power maths backed up by identified areas of weakness.

- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children’s needs and promote learning.

The curriculum and care practices promote and support children’s emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children’s needs.

- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child’s learning at home, including detail about the school’s method of teaching reading and how to help their children learn to read.

Half termly reports issued, parental information prior to children starting and during the year. Though this could be further developed as engagement especially in current situation is an ongoing challenge. Be good to identify very challenging settings, maybe nurseries too and get ideas e.g. Highfield nursery?

Impact

- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.

Until this year nearly all were. Covid has impacted.

- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.

Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.

Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.

Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

BITE SIZED QUESTIONS

O G R I NG

E1	How well are children in the EYFS safeguarded and how does this contribute to their developing understanding and ability to manage risks and keep themselves safe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2	How effective is leadership?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E3	How well have leaders and teachers developed a curriculum that is used to plan appropriate, stimulating learning opportunities, enabling children to make good progress and achieve well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E4	Does planning ensure that each child is offered an enjoyable and challenging experience across all areas of learning and development, in a broad and balanced way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E5	How well do teachers develop, consolidate and deepen the knowledge, skills and understanding of the children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E6	How is assessment used to plan appropriate teaching and learning strategies, enabling children to make good progress and achieve well?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E7	How well are Fundamental British Values implemented? How well do children behave, cooperate and share with each other, respect each other's differences and build their understanding of different families and communities beyond their personal experiences?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E8	Does teaching enable children to develop the characteristics of effective learning so that they develop good attitudes and behaviours appropriate to good learners?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E9	What is children's level of progress in the Early Years Foundation Stage?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E10	How does the FS Profile compare with other similar schools and local/national expectations?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E11	What do teachers do to promote emerging and confident readers and to develop a love of reading in children?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E12	What do teachers do to build a strong base of mathematical competence in children?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E13	How well does the school support children with SEND and those who speak English as an additional language?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E14	How well is additional funding (e.g. Early Years Pupil Premium) used to support learning and what impact has there been?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E15	What is the impact of training and development on outcomes for children, particularly those who are in receipt of additional funding, such as Early Years Pupil Premium?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E16	How well are children encouraged to make smooth transitions into school and to the next steps in their learning, so that they build strong relationships and become confident, resilient individuals?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E17	How well do staff work with parents and engage them in children's learning?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>