

Sections		Summary Evaluation			
1	Introduction	<p>The school has grown each year for 25 years (250 pupils to approximately 650). Despite such large numbers our school has been recognised as 'an oasis of good behaviour' (OFSTED/LA/Visitors), with only one exclusion and attendance consistently above the National Average. Based on the SEN Register for the Autumn term 2021, 9% of the school are on the SEND register (national average is 15.5%) The percentage of children on the register at SEN Support is 8% and 1% of children with an EHCP. This equates to 46 children who are SEN Support, and 9 children with an EHCP.</p> <p>The staff and governing body are committed to ensuring that outcomes for our pupils are judged at least Good. We want our school to be outstanding and a range of improvements have taken place that have shown an impact on standards. These include: changing times of day to give an increase of teaching time; a flexible timetable to enable more thorough teaching of Foundation Subjects; an intensive programme of monitoring and coaching to ensure the quality of learning is maintained at Good or better; inviting LA and Independent advisory consultants to review our school regularly and the development of school leadership has become an increasing strength since the last inspection. These initiatives led to pupil progress improving rapidly since 2012. Our capacity for improvement has risen significantly. The school now sees it as a non-negotiable to perform with a gold level mentality and be consistently above national averages with all expectations met or exceeded by the end of KS2.</p> <p>With the introduction of the new curriculum and assessment strategies, new challenges have been rigorously embraced and action plans in place. In 2019 our attainment had again risen in KS1 and KS2. The school also saw an increase in the % of children at EXP+ and GD in RWM combined. This went from 67% to 78% to 85%, now 91% (2019) and above the national by 26% and shows that school is rising faster than the national picture with GD rising from 8% (2018) to 26% (2019). We continue to raise our standards and KS1 and KS2 attainment figures are well above the national averages.</p> <p>The school has been recognized as having a strong distributed leadership model since 1998.</p> <p>A recent Governance review (2021) - Exemplary.</p> <p>Remote Learning had a 98% uptake.</p> <p><i>This strong Christian family serves all the children and their families, inspiring high aspirations for all. (SIAMS)</i> <i>An Outstanding Church School. (SIAMS)</i></p>			
2	Current areas for whole school development	<ul style="list-style-type: none"> Continuing to raise achievement across the school developing children's basic skills in Reading, Writing and Maths. To develop further our 'closing the gap' strategies for all groups. Development of Phonics through the implementation of the Little Wandle Scheme. Continue to imbed the new RSHE curriculum. To be proactive in the development of the school after the Covid Pandemic by reviewing the school provision through External Reviews. The school also sees Mental Health issues as an ongoing developmental priority target as part of our Healthy Bodies agenda, which has been ongoing from September 2019. This is even more so since the Coronavirus Pandemic and lockdown. 			
3	Overall Effectiveness	Judgement	2	Grade	Good
4. The Quality of Education	Strengths		Good		Next steps
	<p>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.</p> <p>Impact: In September 2019, the school introduced 'B-Squared' to track the progress of SEN children who are not able to access the National Curriculum of their current year group. SNIPS are used to support SEN children by setting SMART targets and these are reviewed termly. SEN parents have been invited to separate parents meetings with the SENCO team and parent involvement is encouraged at school e.g. 2 parent assemblies to raise awareness of autism/ downs syndrome and an assembly about Tourettes. We have also had autism awareness days where an autism outreach teacher was available for support to parents. Impact: External Review Autumn 2021 (J.M.McGrath)</p> <p>Maths - SEND are cared for very well and an ambitious curriculum is in place for them. SEND pupils follow the same curriculum as others and teaching assistant support is very positive.</p> <p>Reading - Expectations of SEND pupils are high and this means they keep-up well with others.</p> <p>Foundation Subjects - SEND pupils' engagement and progress is tracked in each subject. A brief look at pupils' work showed that the vast majority of SEND pupils achieve as well as others.</p> <p>PSHE - SEND pupils follow the full course with modifications made if necessary.</p> <p>SEND: Early identification and intervention enables SEND pupils to follow the national curriculum according to their needs. The two SENCO collect information about pupils' progress and check children's work. There is no doubt that their strong leadership and high ambition for SEND pupils. Pupils engage exceptionally well across the curriculum.</p>				<ul style="list-style-type: none"> To continue to 'close the gap' for all pupils due to education missed during the Coronavirus Pandemic lockdown, including the development of the non negotiable and basic skills. Whole school focus - development of writing skills and composition. To continue to develop online learning. To develop further our 'closing the gap' strategies for all groups. To continue the development and knowledge of the whole curriculum (catch up of the core and foundation subjects) School focus 20/21 – to continue to further develop the teaching of maths and problem solving throughout the school, including developing staff skills. KS1 focus – to further develop outcomes at KS1 in all core subjects, through rigorous monitoring of teaching, books, planning and the implementation of new resources. KS2 Disadvantaged pupils – more to achieve greater depth/ higher standard across the subjects. EY/KS1 - new reading and phonics embedded in the curriculum.
	<p>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.</p> <p>Impact: In September 2021, a new reading and phonic scheme were implemented across EY and KS1 (Little Wandle). In school data has always shown that reading is strong across the school. 2019 results: KS1 89% Exp+, 33% GD KS2 92% Exp+, 45% GD. Impact: External Review Autumn 2021 (J.M.McGrath)</p> <p>Reading is exceptionally well led. Leaders are doing a great job in ensuring consistency in methodology and teaching across the school. This helps leaders identify the strongest practice and share it. The teaching of reading is very strong. It is abundantly clear that reading is central to everything that is done in school and opens up the curriculum to all pupils. Leaders have taken time to analyse validated reading schemes and have made a well-informed decision to adopt a new reading scheme. The scheme is well-structured with decodable books and e-books that can be used at home. Leaders are ambitious and keen to make sure teaching and the curriculum is continuously improving to meet the needs of all pupils. Teachers implement the curriculum consistently and this enables joint planning and resource development. Good questioning searches out pupils' understanding and enables teachers to accurately assess, support and additional challenge for pupils. Daily 'keep-up sessions' are arranged for those pupils who need a little extra to help them read with more skill. Expectations of SEND pupils are high and this means they keep-up well with others. Pupils enjoy reading and the least able pupils benefit exceptionally well from being immersed in reading. They are confident, resilient and use decoding and blending strategies very well indeed. They read with great fluency, intonation and accuracy. Pupils use their developing inference skills well. Comprehension books are very well-presented and learning is regularly checked to identify spelling errors or misunderstanding about the texts they are studying. Pupils' written work in books is strong. Overall, pupils are extremely keen to read and there is a high level of enthusiasm for reading.</p>				
	<p>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.</p> <p>Impact: The cross-curricular approach to the curriculum (Rainbow) develops basic English and maths skills across a wide range of subjects with 'joined up' learning. The development of the 'Rainbow Curriculum' ensures that intent and implementation are consistent throughout the school. Strategies to achieve this have been the introduction of flexible timetabling to ensure breadth and balance as well as the inclusion of subject focus days to promote this further. Impact: External Review Autumn 2021 (J.M.McGrath)</p> <p>Foundation Subjects - The national curriculum is covered in all subjects with subject coordinators tracking how well pupils are achieving. Each subject has non-negotiable or key knowledge that must be known before moving on. They are used to check and identify pupils' skills before moving up a year. The school uses this broad curriculum to celebrate and search out children's individual talents. In Reading there are good opportunities for pupils to read about topical issues such as deforestation and respecting the environment. Impact: External Review by York Diocesan (Autumn 2022)</p> <p>RE is prioritised with clear curriculum time and resourcing including a range of RE days and extra-curricular opportunities in addition to core curriculum time.</p>				
<p>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.</p> <p>Impact: Ongoing CPD is enabling teachers and other staff to develop their understanding of the age group they are working with. As a result, their knowledge of the new curriculum is increasingly secure and is communicated well to pupils. An example of this is a strong focus on developing children's reasoning and problem solving skills in maths throughout the school. In both reading and maths, each year group have a set of criteria that the children must be secure in to be at the expected levels. In maths, staff use the White Rose maths curriculum and resources to ensure all knowledge and skills are appropriate for their age. Impact: External Review Autumn 2021 (J.M.McGrath)</p> <p>Reading - Pupils enjoy reading and the least able pupils benefit exceptionally well from being immersed in reading. They are confident, resilient and use decoding and blending strategies very well indeed. They read with great fluency, intonation and accuracy. Pupils use their developing inference skills well. Comprehension books are very well-presented and learning is regularly checked to identify spelling errors or misunderstanding about the texts they are studying. Pupils' written work in books is strong. Overall, pupils are extremely keen to read and there is a high level of enthusiasm for reading.</p>					

	<p>Maths - The curriculum is organised with an emphasis on key learning objectives that must be secured before pupils' progress. These are checked frequently by teachers and catch-up used if pupils are struggling. The curriculum from early years to the end of key stage 2 shows increasing depth and progression. Staff's on-going assessment of pupils' learning spots errors and misconceptions to strengthen learning. Work matches the national curriculum and books show aspiration for pupils to reach greater depth. They also show developing problem solving. Pupils are very committed to their learning in mathematics. They are clear that previous work helps them with current work. Even the youngest pupils can articulate how their knowledge is increasing over time.</p>		
5. Behav our and Attitud es	Strengths	Good	Next steps
	<p>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 pupils' behaviour. Staff make sure that pupils follow appropriate routines.</p> <p>Impact: Behaviour standards are high and there are very few instances of poor behaviour. Any low-level disruption is quickly controlled and any persistent behaviour issues addressed in partnership with parents. At every level of any sign of pupil misbehaviour, parents are informed immediately, such is the strength of the partnership with home and school.</p> <p>Impact: External Review Autumn 2021 (J.M.McGrath) : Respectful relationships are central to teaching and pupils' attitudes reflect the school's values.</p>		<ul style="list-style-type: none"> To continue to develop and support mental health and anxiety concerns. To continue to develop strategies to maintain the high standards of behaviour.
	<p>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.</p> <p>Impact: The vast majority of pupils have well developed social skills and resolve differences well. Bullying is not tolerated and occasional allegations of bullying and the use of derogatory language are dealt with instantly, involving all parents, and the policy is reviewed regularly. Any incidents and actions taken are recorded on CPOMs. Because all children are clearly aware of expectations for their behaviour, they demonstrate a high level of respect for adults and other children both when moving around the school and during lessons. (Lesson Observations; Visitor comments).</p> <p>Policies exist for equality of provision and we actively promote positive values about sexual, racial, disability and religious tolerance and understanding through our RSHE curriculum, the RE curriculum and through worships.</p> <p>Impact: External Review Autumn 2021 (J.M.McGrath) Pupils get along together and say there is always someone who will play with you. Pupils are self-managing at breaks and are very active in using the available equipment to play well together. Some girls say boys can be annoying sometimes and disputes between pupils are rare. When these happen, they are sorted out very quickly.</p>		
<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p> <p>Impact: The school is a happy place and the extent to which pupils feel safe is a strength – as evidenced in Pupil Questionnaires. In line with the new computing curriculum, E-Safety figures strongly, all pupils have an excellent understanding of how to stay safe online and the dangers of social network sites, including past visits from the local PCSOs to talk to the Year 4, 5 and 6 children. Evaluations (since 1991) by pupils tell us that they enjoy attending our school and feel safe and secure. This is also evidenced by regular parent evaluations, in which the vast majority of parents support our systems and policies in this area.</p> <p>Impact: External Review Autumn 2021 (J.M.McGrath): Right from reception children are taught about different types of families and disabilities. In Year 6, pupils debate issues around LGBT. Celebrating differences is a key aspect of this subject and also Religious Education. Pupils value their lessons in PSHE and understand why it is important to give consideration to the rights of others. They are clear that friendship, rights, responsibilities and safety are key for all people in the world. They learn about these points as well as online safety and other pertinent matters. Pupils are caring, responsible and polite individuals. They are aware that the diverse opinions and feelings of others should be respected. Respectful relationships are central to teaching and pupils' attitudes reflect the school's values.</p> <p>Impact: External Review by York Diocesan (Autumn 2022) Pupils enjoy and value RE and could articulate how RE helps them to respect and understand others.</p>			
6. Person al Develo pment	Strengths	Good	Next steps
	<p>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.</p> <p>Impact: We are a distinctive Church School. SMSC and pupils' spiritual growth have never been judged less than outstanding by SIAS/SIAMS Inspections, consequently, due to ongoing improvements, we believe this section has a good argument again to be judged as outstanding. The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners (SIAMS). There was normally a range of extracurricular clubs including sports and music throughout the school and these promote wellbeing and develop the skills of those who take part to a more advanced level. Over 400 pupils attended regularly.</p> <p>Impact: External Review Autumn 2021 (J.M.McGrath) The PSHE leader says that the key character traits the school wants to develop are honesty, trust and respect. Pupils' openness, very welcoming manner and respect for each other and adults are testament to the successful personal, social and health education in place over time.</p> <p>The leader makes use of external organisations such as health organisations and the police force. The local police officers contribute to pupils learning about staying safe from cyber-bullying and other online risks.</p> <p>Impact: External Review by York Diocesan (Autumn 2022) Pupils enjoy and value RE and could articulate how RE helps them to respect and understand others.</p>		<ul style="list-style-type: none"> To further develop the use of external agencies/advisors, when necessary, to continue to promote online safety. To increase opportunities for the transition of vulnerable children into new year groups at the end/ beginning of the year. To further develop a program to cater for the needs of vulnerable children (anger/ feeling issues) to equip them for school life and society. Monitor closely the attendance of the group of pupils SEN support and disadvantaged pupils. To focus on the reintegration and well being of pupils as part of the daily curriculum. To continue to embed the new PHSE/ RSHE curriculum with the use of Jigsaw and monitor the impact and outcomes.
	<p>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.</p> <p>Impact: Our school has a focus on Mental Health and developing the children's well-being. This includes using Outdoor Education and fitness development.</p> <p>Staff use the 'Jigsaw' programme to support the PSHE/ RSHE curriculum. Well being mentors, continue to work with the children to support them at school and make links with the families.</p> <p>The school also now have a dedicated Mental Health Support worker.</p> <p>Impact: External Review Autumn 2021 (J.M.McGrath) Right from reception children are taught about different types of families and disabilities. In Year 6, pupils debate issues around LGBT. Celebrating differences is a key aspect of this subject and also Religious Education. The leader ensures themes are taught in an age-appropriate way and at the same time in school.</p>		
<p>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.</p> <p>Impact: The vast majority of pupils have well developed social skills and resolve differences well. Bullying is not tolerated and occasional allegations of bullying and the use of derogatory language are dealt with instantly, involving all parents, and the policy is reviewed regularly. Any incidents and actions taken are recorded on CPOMs. Because all children are clearly aware of expectations for their behaviour, they demonstrate a high level of respect for adults and other children both when moving around the school and during lessons. (Lesson Observations; Visitor comments).</p> <p>Policies exist for equality of provision and we actively promote positive values about sexual, racial, disability and religious tolerance and understanding through our RSHE curriculum, the RE curriculum and through worships.</p> <p>Impact: External Review Autumn 2021 (J.M.McGrath): Reading is linked to PSHE and introduces pupils to equality issues. For example, 'Coming to England' and Captain Tom Moore's books are read to inspire children.</p> <p>PSHE - Right from reception children are taught about different types of families and disabilities. In Year 6, pupils debate issues around LGBT. Celebrating differences is a key aspect of this subject and also Religious Education. The leader ensures themes are taught in an age-appropriate way and at the same time in school.</p> <p>Pupils value their lessons in PSHE and understand why it is important give consideration to the rights of others. They are clear that friendship, rights, responsibilities and safety are key for all people in the world. They learn about these points as well as online safety and other pertinent matters. Pupils are caring, responsible and polite individuals. They are aware that the diverse opinions and feelings of others should be respected.</p> <p>Impact: External Review by York Diocesan (Autumn 2022) Pupils enjoy and value RE and could articulate how RE helps them to respect and understand others.</p>			
7. Lead	Strengths	Good	Next steps

<p>ership and Management</p>	<p>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. This vision has been maintained throughout the pandemic and beyond/during the transitional period.</p> <p>Impact: Assessment is a strength of the school. Leaders monitor pupils' achievement closely and frequently. They check on the progress of groups of pupils such as disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and boys and girls. Leaders use the information to identify those pupils at risk of falling behind and to plan further support and any interventions which are required. (Ofsted Dec 2018).</p> <p>Teachers set high expectations in the classroom for all pupils. In all lessons observed and all books scrutinised, teachers are careful to consider the different starting points and abilities of the pupils. (Ofsted Dec 2018).</p> <p>The SLT is strong and ambitious, showing real drive for improvement. Efficient monitoring systems, which include regular work scrutinies and classroom observations, has enabled our SLT to identify and share good practice, as well as mentor/coach where appropriate, in order to secure improvement. Our increase in accountability measures enables Action Plans for development to be introduced as appropriate with drive and commitment to ensure improvement.</p> <p>During the school 'lockdown' from March, home tuition and supporting our families became the priority of the school. Throughout this period, staff (teaching and well being mentors) were contacting all families every week. This contact was to all families but especially to those vulnerable, trying to promote the well being of all.</p> <p>From September, children were focussing on last years non negotiables to ensure that any gaps were being closed. This was monitored continually during the Autumn term. During Spring term lockdown, we had 97% weekly engagement from our families. Each teacher used Google Meets, twice a day, to teach live inputs for the work of the day. This also included a short daily worship time. Children were set daily work on Google Classroom : reading, writing, maths and one foundation subject. Statutory spellings were set at the beginning of the week and children practised these daily with a test at the end of the week. Any child who could not access remote learning could request a device with many families requesting paper copies of the daily work. This was delivered to the houses and the previous work collected. Some children may have received support through 1-1 video calls (SEN/ vulnerable children) or teaching support over the telephone. A more detailed approach to lockdown and the transition back to school is available.</p> <p>Impact: External Review Autumn 2021 (J.M.McGrath): The completion of work by pupils was very high during the Covid lockdowns. In foundation subjects, teachers have accelerated key learning points on return in April 2021 to ensure that there are few noticeable gaps. There has been very effective monitoring and checking of pupils' remote learning.</p>	<ul style="list-style-type: none"> • For governors to continue to be involved in the monitoring and evaluation of the whole curriculum. • For leaders to continue the drive in staff development of the curriculum/ assessment/ quality first teaching, with a greater emphasis on maths and outcomes at KS1. • The further development of school links and awareness of other cultures. 												
	<p>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.</p> <p>Impact: External Review of Governance May 21 (M. Gee) Governance in this school is outstanding overall. All areas of the school's work in relation to governance show exemplary practice and a desire to demonstrate the highest standards. The governors are keen to maintain these high standards, but are not complacent in wishing to improve further their work so that the quality of education provided to the pupils is as good as it can be and so that pupils are happy coming to school. Beyond the school, the governors are well connected to the wider local community and see the school as a key player in supporting and working with the widest range of community stakeholders.</p> <p>Impact: External Review Autumn 2021 (J.M.McGrath) Governors are exceptionally well involved in school. They have systems for checking the strategic direction of the school and its curriculum. Governors are kept informed about the school and visit the school regularly to see education in action. This enables them to hold leaders to account from first-hand knowledge.</p>													
	<p>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.</p> <p>Impact: Vulnerable children, including those with behaviour difficulties, are identified and progress is monitored by class teachers and the SENCO team. Individual plans/ interventions are in place for these children and the children take increasing responsibility to control their own feelings/behaviours. Referrals to the Early Help Team (EHASH) are sometimes made to support parents with managing behaviour at home. Since September 2018, staff have been trained as 'Mental Health First Aiders' with at present 9 staff trained. Also every child has been allocated a 'well-being mentor' within school as an extra contact point to help address any issues. Well being mentors are accessing CPD to develop confidence and skills in supporting families. All staff in school have had the team teach training – the positive handling of children.</p> <p>Safeguarding is effective, protecting pupils who maybe at risk. Staff are trained to be vigilant in identifying pupils who maybe at risk and leaders act upon these concerns. All concerns are well documented using Safeguarding logs and CPOMS. Staff and governors are trained as part of the Prevent Agenda, and staff have undertaken the FGM training online, these have developed staffs competence and confidence in monitoring our most vulnerable pupils. SLT meet daily to discuss pupils, staffing and curriculum issues.</p> <p>All staff complete online courses from 'National Online Safety'.</p>													
<p>8. Quality of Early Years Education</p>	<table border="1"> <thead> <tr> <th data-bbox="155 1834 737 1872">Strengths</th> <th data-bbox="737 1834 1556 1872">Good</th> <th data-bbox="1556 1834 2045 1872">Next Steps</th> </tr> </thead> <tbody> <tr> <td data-bbox="155 1872 737 2205"> <p>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.</p> <p>Impact: In September 2021, a new reading and phonic scheme were implemented across EY and KS1 (Little Wandle).</p> <p>Impact: External Review Autumn 2021 (J.M.McGrath): The Leader has reviewed plans for the early years curriculum taking into account 'Development Matters' and the DfE statutory framework. The leader says communication and language underpins the curriculum. This was seen during observations. The leader is an advocate of the new curriculum and ensures adults interact with children rather than ticking assessment boxes. The leader has made sure that training has occurred with language and communication threaded throughout the curriculum. The leader has an in-depth knowledge of the new programme of study and how it is to be implemented. There are high aspirations for children in early years. 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Early identification of children with additional needs means children receive the specialist support they need to reach their full potential and best possible outcomes. All groups of children, including those with SEN, PP, LAC and EAL make good sustained progress.</p> </td> <td data-bbox="737 2205 1556 2407"></td> <td data-bbox="1556 2205 2045 2407"></td> </tr> <tr> <td data-bbox="155 2407 737 2608"> <p>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.</p> <p>Impact: In school data (end of Reception year): 2020 - Overall 73%. Maths - Number 78%, SSM 78%. Literacy - R 75%, W 75% 2021 - Overall GLD 75.4%. Maths - Number 84%, NP - 81%. 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