

# Arreton St George's CE Primary School

## School Self-Evaluation Form 2018-19

(edition 4 dated 1/11/18)

### Overall effectiveness:

**Evidence:** The school was judged 'Good' (all outcomes) by Ofsted (Oct 14). We have strived to continue to be at least 'good' since with the aim of becoming outstanding in the future.

Our outcomes for pupils (2018) demonstrate improvement since 2016 results and the school remains on an upward trajectory. In 2018 we had an overall upward attainment trend with GLD, KS1, phonics and KS reading and writing all showing improvement on the previous year. KS2 maths fell but this drop only equated to one pupil in percentage terms. Leadership has strengthened and there is evidence that they are having a good impact. The quality of teaching and learning is more consistent and a greater proportion of teaching is good.

We value the education of the whole child and consider our nurturing approach to be a real strength. Our spiritual and moral development has a very positive impact on the staff and children at the school reflected in the 2018 SIAMS 'good' assessment. Our school is a real family community where every child is valued and celebrated. We take great pride in our school and our learners.

### Areas for Improvement:

- To develop the quality of teaching and learning, ensuring that all teachers are consistently providing high quality teaching in all lessons based on accurate assessment and high expectations. We need to make greater progress, particularly in mathematics and challenging the more able (particularly in KS2)
- To raise achievement and standards, ensuring that all staff are effectively using assessment in line with Age Related Expectations (ARE). Teachers are supported in developing their use of on-going formative assessment so that good use of Assessment for Learning (AfL) is improving rates of pupil progress and all pupils are making at least expected progress from their starting points.
- To improve personal development, behaviour and welfare, to ensure that all pupils are developing as effective independent learners.
- To strengthen safeguarding, ensure that procedures are understood and followed by all and that there is a culture of honesty and vigilance which supports effective implementation of these procedures.
- To improve the quality of leadership and management by establishing an effective working relationship between the Executive Head Teacher (EHT), Head of School (HOS), senior/middle leadership and the governing body. Continue to develop the learning collaboration both within and beyond the Federation to increase capacity.

## Context

### Description of school

- Arreton St Georges is a C of E, VA, primary school located on centre of the Isle of Wight.
- The school is part of a Federation in partnership with Oakfield CE Primary. The school has been on site for over 100 years, with extensive upgrades at various points in its history. It is now a mix of old, newer and temporary buildings in a rural location.
- There are 179 on roll in 7 classes (EY - 24, KS1 - 53, KS2 -102) (NOR 210).
- Grounds include a field, small playground and a variety of play areas.

### Pupil Characteristics

- Children generally enter Early Years around national expectations.
- Children are predominately White/British. There are 2 pupils with EAL, 9 LAC/Post LAC.
- We have 5 children with EHCP, 16 (9%) on the SEN register.
- 9 (5%) of pupils are in receipt of Pupil Premium and 11 FSM.
- 8 vulnerable children (including 3 CP and 5 LAC)

### Staffing Overview:

- 1 Executive Head Teacher (EHT), 1 Head of School (HOS)
- 10 teachers – 5 full time and 5 part time.

Historically, recruitment on the Isle of Wight area has been challenging.

### Effectiveness of Leadership and Management:

**Strengths:**

The Federation now has a new Executive Head Teacher (EHT) providing the strategic focus for improvement (Sept 18). The school has been supported by the Local Authority which has provided core subject improvement support, which is now having a positive impact on outcomes.

The Head of School (HOS) works with the EHT effectively and is ambitious for the school. Middle leaders have evaluated the school thoroughly and are being used more effectively to support all staff in strengthening subject knowledge and curriculum design. The teaching team has remained unaltered this year bringing stability and greater consistency to the school. Leaders and teaching teams are working collaboratively to raise expectations and secure higher standards – we are clear on the elements of teaching that still need to be consistently good. Teacher profiles give a much clearer analysis of the relative strengths and weaknesses of teaching. Monitoring is regular, rigorous and focused on pupils at risk of under-achieving.

Leaders identify staff training needs well. Staff participate in regular training and are eager to hone their skills further. Middle leaders have worked in conjunction with Local Authority (LA) advisors to implement new initiatives including a targeted Y6 maths intervention project. Leaders have delivered training to staff, advised teachers on task design and organisation, assisted with planning and provided advice on resources and all staff have worked with LA advisors, to underpin a range of improved teaching practices and key pedagogical approaches.

Our curriculum is enquiry led, engaging, relevant, thought provoking and regularly reviewed. The curriculum provides a broad learning experience for pupils. Leaders have developed Spanish, music and the arts, and a range of humanities subjects to stimulate pupils' interests.

We monitor progress half termly and ensure any pupils at risk of falling behind receive additional support. Leadership communicate with the Governing Body where pupil progress reports are shared and leaders challenged and held to account. Governors have a full understanding of the quality of education taking place throughout the school, particularly for different groups. Governors know the school well and are now spot checking on safeguarding, leaders' monitoring of teaching and learning, and the impact of pupil premium funding. A governor audit was undertaken (Jul 18) and an action plan subsequently put in place to ensure high quality governance.

The school promotes staff professional development and CPD opportunities are available for all staff. In house training is tailored to meet the school priorities and is currently focused on improving mathematics teaching. We have a qualified Federation trainer for safeguarding. The arrangements for safeguarding are effective and there is a strong safeguarding culture in the school. All staff have clearly defined performance targets which are regularly monitored. Performance management processes are correlated to school improvement priorities.

The Governing Body continue to explore Federation development with local schools.

Fiscal policies and budget monitoring ensures the Federation is financially viable, well administered and the learning environment well maintained; the finance team is currently being reorganised to ensure up to date clarity on all budget issues and future financial challenges.

**Points for improvement from last inspection****Action and Impact**

*Some teachers do not have the skills they need to ensure that pupils make the best possible progress.*

Continuous programme of CPD with current focus on maths. [Tracking of maths project in place](#). [Autumn programme of lesson observations, learning walks and performance management providing focus to raise outcomes and improve progress](#).

*There are currently too few opportunities for the leader to monitor the planning for and teaching of pupil premium pupils but there are plans in place to address this.*

Planning is monitored weekly by subject leaders and HOS. Half termly progress meetings with all teachers review impact of teaching on all children. PP children specifically tracked and monitored. [PP provision mapping in place](#). [Awaiting first data drop](#).

**Areas for Improvement:**

- Set performance management targets that are ambitious but realistic, and are tightly focused on raising outcomes for pupils that are at risk of underachieving from their starting points. [Targets set and progress meetings completed \(Nov 18\)](#). [Awaiting results from first data drop \(Nov\)](#).
- Ensure the regular performance management meetings and lesson observations, both formal and informal, secures consistently good teaching across the school. [Autumn monitoring completed \(Nov\)](#). [Overall teaching assessment is of improved teaching, greater consistency and improved pupil engagement](#).
- Continue to use the maths and English leaders to coach and support all staff to fully embed core pedagogical approaches and to monitor the evidence of progress in books. Provide continuing support for the Y1 teacher to ensure that the good progress from EYFS is maintained. [HIAS providing English and maths support \(including IOW KS2 maths project\)](#). [Expanding bar modelling to Y3 after successful use in Y2 last academic year](#).
- Provide staff with further training to ensure they are increasingly confident with their assessments and are confident with knowing what an on-track ARE/B child should look like at each phase. This will be achieved through Federation and local school moderation, joint working and external support from the LA. [Moderation dates in place](#). [LA advisor assessment support and outcome analysis undertaken \(Oct/Nov\)](#). [Staff more confident in predicting accurate outcomes](#).
- Sharpen governor monitoring so that governors have a deeper and insightful understanding of the school and drive improvements. [Governor audit completed with subsequent action plan in place](#). [Monitoring programme/visits including spot checks in place](#). [Range of governor reports now evidencing school performance](#).

## The quality of teaching, learning and assessment:

**Strengths:** The quality of teaching and learning is improving and this is impacting positively on outcomes for pupils. This is evidenced in lesson observations, moderation, pupil progress meetings and work sampling. The school now has a comprehensive and rigorous monitoring programme aimed at raising pupil expectations. Support and evaluation of teaching and learning happens through regular classroom drop ins, observations, discussions with children and monitoring of books and pupil outcomes.

To ensure teachers maintain a high standard, they follow the non-negotiables established by the SLT, governors and external improvement partners. Teachers demonstrate good subject knowledge which challenges and supports pupils ensuring they make progress in lessons (evidenced in the quality of work and progress in books). We need to ensure leadership is both challenging but supportive to staff with minimum expectations positively communicated alongside the expectations required to maintain our current upward trajectory. We use IRIS as a valuable tool for both self and peer evaluation with clips shared amongst colleagues for evaluation and reflection.

Teachers ask pupils questions to check understanding and to deepen learning – we are focused on developing questioning and feedback skills with further emphasis on verbal, in the moment feedback. The school teaches through planned ‘inspirations’. These are based on the enquiry cycle, are question led, and are planned to include SMSC development. Assessment of the foundation subjects is based on a clear progression of key concepts, knowledge and skills. The integrity of foundation subjects is maintained whilst using cross-curricular contexts for learning. We are continually striving to enrich the curriculum and increase the quality of outcomes – we have specialist MfL, creative arts and music teachers.

Teaching of mathematics is improving, especially in KS2 where the school is involved in the IOW KS2 maths project (targeting borderline Y6 pupils through focused teaching initiatives). We are ensuring that key pedagogies are being embedded across reading, writing and maths. Rigorous assessment procedures are embedded in school practice and impact positively on outcomes for pupils. Immediate feedback has been identified as having the highest impact and teachers now prioritise this in lessons where they can be seen circulating, ‘working the room’ to ensure all pupils are given high quality feedback at the point of learning. Verbal feedback promotes deeper thinking and swiftly addresses any misconceptions during lesson time. Pupils are trained to improve their work using their editing pens. They respond positively to feedback and appropriate time is given for them to reflect on, edit and adapt their work – it is empowering pupils to understand what they have learnt and how they can link, apply and deepen their learning. Marking is meaningful, manageable and motivating. All teachers have a clear understanding of what constitutes good formative assessment.

Support staff have been given training and advice on how to support pupils with more complex needs and adjustments have been made to their learning environment.

Teachers set home learning in line with the school’s policy. Parents/careers are informed on the progress of their child on a termly basis through parent evenings, open classes and sent home reports. Current targets are shared and advice given on how they can support learning at home.

### Points for improvement from last inspection

### Action and Impact

*Teachers do not yet have all the skills they need to help pupils to make even faster progress.*

Programme of continuous staff development in place. Current focus on maths with LA support. [Visits in Sept/Oct.](#) [Revised Y6 maths teaching plan.](#) [Writing planning updated and focusing teaching on key skills.](#) [Maths teaching focused on tackling misconceptions.](#) [Awaiting first data drop.](#)

*Tasks in some lessons are either too easy or too hard. As a result, pupils’ concentration lapses and they do not make the rapid progress of which they are capable.*

Non-negotiables in place. Pupils and staff aware of expectation for pace and challenge in all lessons. [Lesson observations indicate good pace but still need to maintain challenge at all ability levels.](#)

*Teachers do not insist sufficiently on the neat presentation and organisation of pupils’ work. This slows pupils’ progress, especially in mathematics. Pupils do not take enough pride in their handwriting, and this affects the standard of their work.*

Focus on presentation and handwriting. Increased writing opportunities. Use of ‘rough’ books in some instances subsequent focus on high standard ‘fair copy’. [Improving presentation evident – now concentrating on frequency and stamina in writing.](#)

### Areas for Improvement:

- Continue to evaluate the impact of formative assessment on pupil progress within lessons and across units of work. Afl remains a focus for staff development, particularly to impact on the progress of all SEN, disadvantaged and higher attaining pupils. [Awaiting first data drop.](#)
- Improve learning journeys within English and maths so that they are based on pupil needs and responsive to summative assessment. [Curriculum in place.](#) [Emphasis on grammar and composition in English.](#) [Maths focus on targeted vulnerable pupils.](#)
- Gaps in teacher subject knowledge have been identified and are being addressed with support to maths (bar modelling) a priority. Ensure opportunity for children to engage in mathematical reasoning on a more frequent basis and challenge higher attaining pupils. [Y3 maths support in place to increase bar modelling knowledge.](#)
- Review the quality of the science and foundation subject topics to ensure the learning progression is secure. [Programme of review in place.](#) [MfL and music provision required.](#)
- Ensure that feedback and marking indicates what steps children need to take to improve, and that they are given sufficient opportunity, time and support to do so. [Autumn monitoring indicates improvement.](#) [Book scrutiny in place but more evidence required.](#)
- Develop knowledge and understanding of pupils with more complex needs and ensure resource bank of strategies is in place to support them academically and emotionally. [Pupil passports in place.](#) [Awaiting first data drop.](#)

## Personal development, behaviour and welfare:

**Strengths:** The school's work to promote pupils' personal development and welfare is good and adults put pupils' welfare needs at the heart of the school. Arreton is a nurturing and inclusive school rooted in Christian values and supportive of all, regardless of faith background.

We recognise that behaviour management can be challenging. All staff and pupils have high expectations of behaviour and a new behaviour policy is currently under consultation. Pupils appreciate the clear rules for behaviour both in the classroom and in the playground (Ofsted 2014). The school has a calm and controlled feel. The school has invested in staff training (e-safety, schoolSafe and safeguarding). Our behaviour policy centred on the Christian values of forgiveness, compassion and restoration, and is embedded into daily school life. Pupils are clear about the definition of unacceptable behaviour and its consequences. Behaviour routines and expectations are established through the school which is an orderly environment – pupils move around the site sensibly and are considerate of others. Rewards and opportunities for celebrations are exploited thoroughly. The new behaviour policy includes detailed consequences for unacceptable behaviour, with children given reflection time and opportunities to make amends for any poor choices or mistakes. The school is more effective now in involving pupils in managing and defining good behaviour. The small number of children with complex emotional and behavioural difficulties is managed well by teachers and support staff. Incidences of poor behaviour are logged and pupils reflect on their actions and are guaranteed a fresh start. In class, pupils understand what is expected of them and display good behaviours for learning.

Leaders have identified strategies to promote good attendance with children and families. Attendance has been improving and is currently above national average at 98.07%. Our aim is for 96% minimum overall attendance this year. The number of term time holidays has reduced but did impact on overall attendance last year. Attendance of disadvantaged pupils and pupils with SEN is good overall. Children are encouraged to take pride in their appearance and be proud when wearing the Arreton badge. Pupils display a positive attitude towards school, feel proud to be at Arreton and part of a secure school family.

The school community gathers for collective worship daily. Assemblies are themed to promote the school's core values and celebrate achievements together. Pupils have the opportunity to represent the school outside of the community through sporting fixtures and regular trips and visits. Safeguarding is effective. The Federation Designated Safeguard Lead ensures that processes and procedures relating to safeguarding are properly followed. There is a culture of Safeguarding as the highest priority. There is regular individual and whole school training for staff (most recently Sept 18) and audits check the effectiveness of safeguarding procedures. The school has a rigorous e-safety policy and pupils are constantly reminded of the dangers surrounding the internet. All staff have completed on-line Prevent training.

Vulnerable pupils and families benefit from our committed staff who support vulnerable children. The support network's principles of nurture underpin our whole school ethos. Pupils understand how to keep themselves safe including cycle and road awareness (Bikeability and Shiftit).

The school complies with statutory guidelines for healthy eating and children enjoy attending a wide variety of clubs.

### Points for improvement from last inspection

### Action and Impact

*A small minority of parents demonstrated concerns about bullying.*

Revised behaviour policy **currently under consideration**. **Clearly articulated behaviour management across all classes**. **Aim to reduce frequency and intensity of incidents – monitor and report through SLT to governors.**

### Areas for Improvement:

- Ensure all staff continue to be updated in safeguarding, and Health and Safety matters. **Sept training completed**. **Regular updates to all staff via email**. **Governor spot checks in place/undertaken**.
- Ensure all new staff receive the relevant safeguarding/induction training. **In place and monitored**.
- Maintain and build on the strategies that develop positive behaviours for learning. Ensure positive rewards are given for excellent behaviours for learning. **New draft behaviour policy emphasises positive rewards**.
- Continue to support and develop staff so they can support pupils with more complex behavioural needs. **Pupil passports in place**. **Management plans where required agreed/shared with staff, parents and pupils**.
- To ensure British Values are maintained and embedded in the school. Ensure all the children are able to make connections with them and their own lives. **Broad curriculum in place**. **Range of community activities, daily worship and curriculum topics underpin British values at Arreton**.
- Complete post-SIAMS inspection action plan. **Underway – current focus on RE assessment**.

## Outcomes for pupils:

**Evidence:** The majority of children enter reception with attainment generally in line with expectations – progress is subsequently good. Leaders are committed to improving standards and are driving forward the support for improvements in teaching and learning. This includes the use of rigorous performance management process, the use of data tracking, clear monitoring of lessons and work sampling. Coaching support includes use of Iris and effective support from LA. The Key Stage 2 SATs results in 2018 were average for writing and reading and below average for maths. The dip in maths equated to one pupil in percentage terms. An analysis has been undertaken – reasoning, fluency and resilience are issues now being addressed. Compared to results in 2017 generally greater depth outcomes improved. Reading dipped which was disappointing – pupils are now encouraged to tackle more challenging texts including Shakespeare in Year 6. The low maths result undermined the combined outcome (58%). Grammar and spelling within KS2 remains a relative weakness and was the focus of staff training in Sept. Progress is good with all pupils making expected or better progress and we are predicting above national average outcomes in all areas in 2019. Attainment in Key Stage 1 has been poor but 2018 demonstrated clear improvement – reading up 23%, writing 16% and mathematics 7%. Greater depth also improved. Progress was variable with reading and maths both negative. In Key Stage 1 we improved to national averages in reading and writing, and well above for maths (where teaching was rooted in bar modelling principles). Phonics has been effectively taught in Y1 – gaps have been identified for target children and support provided. There is now more rigour and personalised learning than before. As a consequence we have significantly improved phonics outcomes since 2016/17 and we are aiming to exceed national average. There is a focus on more pupils working at greater depth in all key stages – the impact of the English leader to secure greater depth in upper KS2 is now being replicated across the school. Disadvantaged pupils in general continue to do reasonably well by the end of KS1, although the picture is more variable in KS2. Overall our SEND and PP pupils achieve well, but closer monitoring, class based interventions and targeted support will further improve outcomes. Most pupils who have SEN and/or disabilities and who are supported with an EHC plan make good progress. In Early Years, GLD remained slightly above national average.

Teachers across the school are more confident in assessment in relation to ARE and therefore planning has improved to promote better outcomes and accelerate progress for all pupils. Lesson monitoring and other triangulation activities support the outcome picture. We have a range of reading, writing and mathematics interventions aimed at overall improving attainment and progress further. The IOW KS2 maths project is specifically targeting borderline pupils in Y6 but this is also benefitting maths teaching across the school. The data and in year tracking is shared with teachers and governors. Current tracking indicates strength in KS1 and improving progress in KS2. Monitoring of PP children shows they are well supported and making good progress in KS1, and KS2 PP progress is also good (although attainment needs to improve).

Parents are very supportive and the existing Parent Development Group has been organised to support development of reading, the indoor/outdoor learning environments and expand our community links.

### Points for improvement from last inspection

### Action and Impact

*Ensure a greater proportion of pupils reach the expected standards in reading, writing and mathematics by the end of key stage 2.*

Range of curriculum support measures. Report through SLT to governors. Monitor and report through triangulation. Focus on maths which will have significant impact on combined outcome. Awaiting first data drop (Nov).

*Ensure that, by Year 6, pupils' reading and maths progress improved.*

Reading and maths initiatives in place. IOW KS2 target pupil project stage 2. Support focus to ensure 100% of target pupils achieve. Currently KS2 predicting 86% across all subjects.

*Ensure that a greater proportion of most-able pupils achieve the higher standards, particularly in maths.*

Range of interventions – KS1 greater depth success in 2018 and improving picture in KS2. Challenge to more able being monitored through lesson observation. Need to support bar modelling across KS2.

### Areas for Improvement:

- Develop accuracy of summative assessments so that 'next step learning' is being planned to achieve the best possible progress for all pupils. Ensure the HAM assessment model is used through the phases, challenging pupils to apply their learning. In place. Awaiting first data drop.
- Improve quality of teaching and learning in reading, writing and maths through coaching and targeted professional development. Continue to use subject leader expertise to develop team planning, task design and evaluation of the quality of work in books. Ensure target pupils are monitored closely and support staff used effectively to maximise progress and achieve outcomes. Systems in place. Autumn observations, monitoring and book scrutiny indicate improving picture.
- Pupil progress meetings ensure accountability for targeted children and includes analysis of pupil work. Staff prepare work sampling examples to back up judgements of WTS, ARE and B after each assessment point. These meetings to target PP pupils (writing/maths). Nov meetings focused on next steps, vulnerable pupils and acceleration required to achieve predictions.
- Continue to plan and evaluate 3 phase planning model for learning journeys based around rich texts. Within these pupils have opportunities to apply SPAG in purposeful contexts. Ensure maths planning regularly identifies connected learning journeys which have opportunities for conceptual understanding and procedural practice skills. Leadership supports the IOW KS2 maths project and extension of bar modelling into Y1 and Y3. All in place and monitoring indicates improving picture. Next step is focused English plan (similar to maths project) to identify 'at risk' pupils and focus teaching support.

Outcomes (national averages in brackets)

| <b>EY GLD</b> |             |             |             |
|---------------|-------------|-------------|-------------|
| <b>2016</b>   | <b>2017</b> | <b>2018</b> | <b>2019</b> |
| 73% (69%)     | 73% (71%)   | 73% (72%)   | 80%         |

| <b>Yr 1 Phonics</b> |             |             |             |
|---------------------|-------------|-------------|-------------|
| <b>2016</b>         | <b>2017</b> | <b>2018</b> | <b>2019</b> |
| 65% (81%)           | 78% (81%)   | 77% (82%)   | 80%         |

| <b>KS1 (expected standard)</b> |             |             |             |             |
|--------------------------------|-------------|-------------|-------------|-------------|
|                                | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
| Reading                        | 60% (74%)   | 62% (76%)   | 74% (75%)   | 77%         |
| Writing                        | 40% (66%)   | 45% (68%)   | 70% (70%)   | 73%         |
| Maths                          | 68% (73%)   | 65% (75%)   | 89% (76%)   | 76%         |
| RWM combined                   | 40% (60%)   | 34% (64%)   | 63% (65%)   | 73%         |

| <b>KS2 (expected standard)</b> |             |             |             |             |
|--------------------------------|-------------|-------------|-------------|-------------|
|                                | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
| Reading                        | 50% (66%)   | 68% (71%)   | 71% (75%)   | 86%         |
| Writing                        | 50% (74%)   | 72% (76%)   | 75% (78%)   | 86%         |
| Maths                          | 30% (70%)   | 68% (75%)   | 63% (76%)   | 86%         |
| GPS                            | 45% (72%)   | 59% (77%)   | 67% (78%)   | 86%         |
| RWM combined                   | 20% (53%)   | 59% (61%)   | 58% (64%)   | 86%         |

| <b>KS2 (average scaled score)</b> |             |             |             |
|-----------------------------------|-------------|-------------|-------------|
|                                   | <b>2016</b> | <b>2017</b> | <b>2018</b> |
| Reading                           | 98 (103)    | 104 (104)   | 103 (105)   |
| Maths                             | 97 (103)    | 102 (104)   | 99 (104)    |
| GPS                               | 98 (104)    | 102 (106)   | 103 (106)   |

## Effectiveness of Early Years (EY) provision:

### Evidence:

Children enter the EYFS with attainment generally in line to national expectations. Baseline procedure on entry is in depth and thorough. EYFS is well led and effectiveness is good - pupils make good, sometimes outstanding progress from their starting points. They settle well because adults get to know them very quickly. The EY leader and staff provide a stimulating learning environment. They emphasis speaking and listening in order to help children make progress in their early reading, writing and communication skills. Relationships are warm, caring and respectful so children listen well to adults, learn to take turns, share and get along with each other. The classroom is a calm space focused on maximising learning opportunities.

2018 GLD was 73%, constant from 2017. A gap remains between disadvantaged children and the rest but is narrowing. Quality of teaching in Early Years is high, leading to rapid rates of progress. The new children settle extremely well, know their routines and quickly become self-reliant independent learners.

Teaching is highly responsive and well planned activities are closely matched to children's needs and interests. Thorough planning takes into account accurate observations both of child initiated and adult led activities. All adults contribute to a child's learning journey as well as parents and carers, through effective use of 'tapestry'. The well planned phonic sessions ensure that the very youngest pupils are taught to listen carefully as well as learn through the letters and sounds systematic phonic teaching.

Observational based assessments are personalised and accurate. Next steps are shared with children in the moment and adults act upon their observations on a daily basis. A range of high quality adult guided activities link to children leading their own learning. Our EYFS adults are constantly engaged in professional discussion of children and their learning. Weekly discussions about each child enable all staff to know the next steps in learning for individual children.

Well-being is a priority and PSED is fostered and encouraged. Children chose from a range of activities that have been carefully planned to provide a variety of stimuli and help them learn about the world around them. The outside learning environment is well maintained and stimulating with opportunities for uninterrupted free-flow indoor and outdoor learning. Effective communication with parents is established from the start – parents are positive about the progress their children are making in early years.

| Points for improvement from last inspection | Action and Impact |
|---|-------------------|
|   |                   |

### Areas for Improvement:

- To increase achievement in boys writing. [Current focus on phonics with all ability levels catered for.](#)
- Improve transition processes into Y1 for pupils that have not achieved GLD or exceed early learning goals. [Pupils identified and provided with additional support. Current Y1s have several high needs pupils. Impact of support will be assessed after first data drop.](#)