



Barrowby CE Primary School

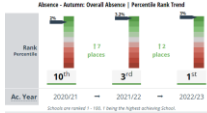
School Self-Evaluation Summary 2023-2024

SCHOOL:	Barrowby CE Primary School	HEAD TEACHER:	Len Batey	DATE:	September 2023
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SECTIONS	SUMMARY EVALUATION			
SCHOOL CONTEXT	<ul style="list-style-type: none"> In 2011, OFSTED graded Outstanding. In 2007, 2011 and 2016 Section 48 Statutory Inspection of Anglican Schools outstanding. The school population is stable with 240 pupils. 11.67% of pupils have been identified from ethnic backgrounds other than White-British. EAL 1.67%. Minority Ethnic Groups (as provided by parents): Chinese, Indian, Malaysian Chinese, other Asian, Pakistani, White and Asian, White and Black African, White and Caribbean, White and Chinese, White Eastern European, White European. Low level of mobility. The school's intake is made up of 42.5% pupils from Barrowby village, 40.42% from Barrowby Gate and Barrowby Lodge. Approx. 2.92% of children live in the Earlesfield Ward where there is very significant socio-economic deprivation, 3.75% live in other local villages, and 10.41% live elsewhere in Grantham. Attainment on entry is broadly in line with national age-related expectations. Stable and experienced staff in EYFS, KS1 and KS2. The school provides for 34 pupils in the Early Years Foundation Stage from the term that they are 4 years old. Large classes across KS2. The school continues to be oversubscribed, with regular parental appeals. In total 12.24% SEND and 7 pupils with an EHC. No exclusions. 3 children adopted directly from Care. Extensive range of extra-curricular clubs led by teaching and non-teaching staff as well as specialist coaches and pupils resulting in high uptake from pupils. 			
DISTINCTIVE AIMS	<ul style="list-style-type: none"> Church School Vision- At Barrowby Church of England Primary School we believe that: as a Church school family, we strive for excellence, ensuring that we all feel happy, valued and loved. We aim to provide an exciting, innovative, and relevant curriculum that enables all to 'shine' and develop as creative, respectful and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society. High quality learning experiences based on individual needs enable every child to feel valued and to be and do their best. We believe that we are distinctive in seeking excellence through our creative, interactive and exciting curriculum, within our very caring Christian Community-Make your light shine, so that others will see the good that you do and will praise your Father in heaven-Matthew 5: 16. Motto: We always strive for excellence: our school's Core Values are Creativity, Respect and Independence. As a community we believe that school is an extension of family life, where all individuals work together. Close links have been fostered with our local church and community and the school nurtures and values its Christian foundation and ethos: There are different ways to serve the same Lord, and we can each do different things. Yet the same God works in all of us and helps us in everything we do-1 Corinthians 12: 5-6. Pupils regularly attend church for both worship and study and have very good links with members of the Ministry Team. Broad and balanced approach with an emphasis on arts, sport, creativity and developing personal qualities, reflected in our awards: Healthy Schools (+ Enhanced) Award in 2009 & 2015; Platinum Sing Up! Award in 2015; Silver Music Mark in 2016 and 2017; Basic Skills Mark in 2011, 2014, 2017 and 2021; the Silver Mark in the Youth Sport Trust 2014 and achieved YST Gold-2018 and 2023; Artsmark 2014 and Artsmark Gold 2019; Gold Award in the School Sports Games Mark for 4 consecutive years; received School Games Gold Marks for 2020 as well as validation for virtual competition-resulting in School Games Platinum in 2022; Active School of the Year finalist 2020 and achieved the Gold in the RE Quality Mark 2019. 			
AREAS FOR WHOLE SCHOOL DEVELOPMENT	<ol style="list-style-type: none"> Review, refine and re-structure assessment opportunities. Develop further appreciation and understanding of how differences are celebrated and valued. Embed developments within middle leadership of the school so that it continues to be effective, robust and rigorous. 			
PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Key Issue	P .I. Date	Nov 2011	Progress
	<ul style="list-style-type: none"> Sharpen the level of challenge so that at the end of Year 6 even more pupils attain standards in English and mathematics which are well-above those found nationally and any remaining gap in the performances of boys and girls is eradicated. 			<ul style="list-style-type: none"> Results in 2020 and 2021: Due to the global pandemic and the forced school closure, all statutory assessments were cancelled. Results in 2022: EYFS (GLD) 77.4% is significantly higher than National 65.2%; Results in KS1: Phonics 91.2% (+15.7%) is significantly higher than National 75.5%; R, W & M well above National. Results in Key Stage 2: an increase of pupils attaining expected standard in all areas(64.7%) despite COVID. R, W, SPaG and M all well above National. Results in 2023: EYFS (GLD) 73.5% is higher than National 67.2%; Year 1 Phonics Screener 85.7% is higher than National 78.9; Results in KS1: R, W & M well above National. Results in Key Stage 2: an increase of pupils attaining expected standard in all areas 2022: 64% vs 2023: 85.7% (+22%) is a significant improvement. R, W, SPaG and M all significantly above National and Local indicators.
	<ul style="list-style-type: none"> Strengthen the school's contribution to community cohesion by expanding opportunities for pupils to interact at first-hand with their counterparts from contrasting communities within the United Kingdom or overseas. 			School Leaders continue to: <ul style="list-style-type: none"> Continue to promote a wide range of opportunities for pupils to interact at first hand with members of contrasting communities. Collaborate with organisations in contrasting settings so that pupils can interact at first-hand with their counterparts.

THE QUALITY OF EDUCATION-Outstanding (1)	The school meets all the criteria for a good quality of education securely and consistently. The quality of education provided is exceptional.	
	Strengths	Areas for Development
<p>Curriculum Outstanding</p> <p>The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</p> <p>The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Pupils' work across the curriculum is consistently of a high quality.</p> <p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p> <p>Curriculum Good</p> <p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils (including pupils with SEND), the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p> <p>The curriculum may undergo necessary changes (for example, following a review by leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.</p> <p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Pupils study the full curriculum; it is not narrowed.</p> <ul style="list-style-type: none"> 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>Strengths</p> <ul style="list-style-type: none"> The school has developed over time a broad and balanced curriculum to meet pupil need which is clearly planned and sequenced. Subject Strengths: Core Subjects <ol style="list-style-type: none"> English Maths Science RE PE Foundation Subjects <ol style="list-style-type: none"> History Geography Art & Design Through Monitoring activities pupil work continues to achieve the aims of the curriculum, as seen in pupil books, outcomes from pupil interviews and statutory assessments. Pupil's work is of a consistently high quality across the school. Pupils with SEND make exceptional progress. 	<p>Areas for Development</p> <ul style="list-style-type: none"> Senior Leaders to support and monitor middle leaders as they ensure Curriculum intent and implementation are embedded consistently across through the school, through a range of monitoring activities. Subjects for Development: <ol style="list-style-type: none"> PSHCE/RSE Computing MFL DT
<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>The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.</p> <p>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.</p> <p>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.</p> <p>Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</p>	<ul style="list-style-type: none"> The School's Curriculum has been adapted to ensure all pupils, including those with SEND are supported. The vast majority of teaching is of a high standard which engages pupils and promotes effective learning habits. The Headteacher and other Leaders are rigorous in their written and verbal feedback, identifying strengths and ways to improve practice further. Development points/CPD are discussed and agreed with Teachers through Performance Management after monitoring activities to support all to develop their practice further. This may include: <ol style="list-style-type: none"> Coaching & Mentoring, Team Teaching, Lesson Visits, Moderation activities, Attendance at a course. 	<ul style="list-style-type: none"> Facilitate non-contact time so that all leaders continue to monitor, evaluate and measure the intent, implementation and impact of the Curriculum on pupils i.e. Lesson Visits, Pupil Interview, Work/Planning Scrutiny etc Senior Leaders monitor, review and evaluate the effectiveness of middle leadership and their impact on standards.

<p>Formative Assessment Good</p> <p>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p> <p>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.</p>	<ul style="list-style-type: none"> Assessment is rigorous – the HT, DHT, Assistant Head and KS Leaders act as assessment leaders – a very comprehensive and detailed tracking and monitoring process throughout the school. Teachers use assessment as an effective tool to gauge pupil’s understanding at the point of learning. Teachers and Leaders use assessment to identify barriers, trends and next steps so that all pupils are supported to achieve their potential. Teachers create learning environments which enable children to ‘shine;’ are purposeful and engaging. 	<ul style="list-style-type: none"> All leaders review and evaluate how assessment is used within their subject to measure the impact of pupil’s understanding. Teacher’s embed further the school’s Feedback Policy to ensure pupils receive meaningful feedback at the point of learning. Evaluate effectiveness of new Annual Reports sent to parents and refine as necessary.
<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p> <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 that pupils are taught when they are learning to read.</p> <p>The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p> <p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</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>	<ul style="list-style-type: none"> Reading Curriculum has been designed to support all pupils development. Reading is recognised as a vital life skill and prioritised accordingly across the curriculum. School uses Essential Letters and Sounds which is embedded. Pupils are encouraged to read widely both as part of the curriculum and for pleasure. 	<ul style="list-style-type: none"> Refine further the Reading Homework offer to enable pupils to focus more readily on Reading. In Writing, continue to develop the application of GPS and handwriting skills within all written work. Review and evaluate effectiveness of Reading Corners/Areas so that all pupils are able to describe their reading preferences and the class text.
<p>Summative Assessment Good</p> <p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.</p> <p>Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.</p> <p>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.</p>	<ul style="list-style-type: none"> Pupils develop detailed knowledge and skills and achieve well, as seen in books and results in National tests. <u>Reception Attainment</u> GLD-77% <u>KS1 attainment</u> Y1-Phonics-86%, and Y2 R-79.4%, W-82.4 and M-79.4% all above Local and National Measures. <u>KS2 attainment</u> R-91%, W-85%, SPaG-89% and M-91% (RWM 86%) all above Local and National Measures. Pupils are ready for their next stage of education, as validated in Stakeholder Surveys. 	

BEHAVIOUR AND ATTITUDES-Outstanding (1)	The school meets all the criteria for good in behaviour and attitudes securely and consistently. Behaviour and attitudes are exceptional.	
<p>Role Models Pupils behave with consistently high levels of respect for others.</p> <p>Inter-Personal Relationships Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p>	<p>Strengths</p> <ul style="list-style-type: none"> Pupils behaviour is consistently high. Relationships between school staff and pupils reflect a positive and respectful culture. All embody and demonstrate the school's values of Creativity, Respect and Independence. Stakeholder Surveys (both parental and pupils) indicate that pupils feel safe and feel happy, valued and loved most of the time. 	<p>Areas for Development</p> <ul style="list-style-type: none"> Continue to engage with stakeholders i.e. pupils/parents/carers to review effectiveness of school and refine as necessary.
<p>Protected Characteristics Outstanding: They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.</p>	<ul style="list-style-type: none"> Protected Characteristics are woven into the school's curriculum and pupils understand, can identify and celebrate difference without prejudice. The school has an effective Behaviour Management Policy which is consistently followed by all which ensures bullying, harassment and violence are never tolerated and dealt with in a timely and effective manner, so that all feel safe. 	<ul style="list-style-type: none"> Continue to support all to identify and value differences e.g. through Collective Worship, lessons etc Continue to ensure all Safeguarding procedures are up to date and comply with LSCB and DFE guidance.
<p>Attitudes to Learning Outstanding: Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.</p> <p>Good: 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</p>	<ul style="list-style-type: none"> The vast majority of pupils are enthusiastic learners, highly motivated and challenged to high levels of achievement. Effective Pupil Wellbeing Committee actively supporting wellbeing of other pupils; along with Pupil Led Clubs supporting development of healthy 'mind, body and spirit' and supporting all to 'shine.' Pupil's attitude towards school and their learning is extremely positive, as can be seen in classrooms, through Pupil Interviews, or Pupil Surveys. 	<ul style="list-style-type: none"> Continue to ensure that every child is actively involved in all aspects of every lesson promoting active learning. Continue to promote Pupil Leadership opportunities for all Continue to promote the well-being committee to support positive mental health for all.
<p>Behaviour Outstanding: Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.</p> <p>Good: This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons of the day-to-day life of the school.</p> <p>Expectations The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.</p> <p>Established Routines Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.</p> <p>Bullying 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>	<ul style="list-style-type: none"> Pupils' are engaged and challenged resulting in exemplary behaviour and attitudes to learning as stated in our Section 48 Inspection – Nov 2016 – where all aspects judged to be 'Outstanding.' Where needed, the school has a highly effective Behaviour Management system which supports those that may struggle, offering opportunities for pupils to reflect on their own behaviour-modifying to avoid in the future as well as 'Life Coaching' through Pupil Monitoring Activities. The school has a very strong ethos of respect – as a result relationship are excellent, pupils feel safe and any issues such as bullying (including cyber bullying) and e-safety issues are dealt with quickly and effectively. 	<ul style="list-style-type: none"> Continue to encourage and actively promote all school Values of Creativity, Respect and Independence, British Values and Protected Characteristics, within the school community.
<p>Attendance Good 1. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. 2. Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. 3. Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).</p>	<p>Pupils consistently have high attendance. Attendance continues to be excellent:</p> <ul style="list-style-type: none"> 2022 – 2023: 97% (National 93.7%)  <ul style="list-style-type: none"> 2021 – 2022: 96.8% (National 94.3%) 2020 - 2021: 98.04% (National 96.4%) The school has created effective monitoring systems to identify absence and to take swift and decisive action to identify reasons for absence and return pupils to school. 	

PERSONAL DEVELOPMENT: Outstanding (1)	The school meets all the criteria for good in personal development securely and consistently. Personal development is exceptional.	
	Strengths	Areas for Development
<p>Outstanding Pupil Leadership The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p> <p>Outstanding Wider Opportunities There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils(including those with SEND), consistently benefit from this excellent work.</p> <p>Outstanding Extra-Curricular The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</p> <p>Good Pupil Leadership 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.</p> <p>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.</p> <p>Outstanding Character Development The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</p>	<ul style="list-style-type: none"> The school offers extensive opportunities for pupils to share their own skills and talents with others e.g. <ol style="list-style-type: none"> Leadership Opportunities i.e. Committees Pupil Club Leaders Collective Worship In the classroom Comprehensive program of opportunities to promote children's personal well-being and safety. School provides an extensive range of curricular and extra-curricular opportunities. 	<ul style="list-style-type: none"> Evaluate the effectiveness of support for identified pupils through stakeholder reviews. Review and restructure Pupil Leadership opportunities.
<p>Good (2) Curriculum 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>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p> <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 and of the protected characteristics.</p>	<ul style="list-style-type: none"> SMSC curriculum is embedded in the school culture. The school has a robust and highly effective Pastoral System with: Pastoral Lead and an ELSA Support Mentor available to support pupils, staff and families and a clear and established pathway to access support, if needed. Collective worship is inclusive, inspirational and invitational. It is central to the life of the school where all members of the school community are involved and strengthens spiritual connection. All members of the school (pupils, staff, parents and Governors) know the importance of maintaining active lifestyles and understand the importance of keeping both physically and mentally healthy. 	<ul style="list-style-type: none"> Use SIAMs framework to review and evaluate effectiveness of Church School Distinctiveness. Revisit 5 Ways to Wellbeing and evaluate use. Explore and embed further changes to enhance pupil wellbeing.
<p>British Values 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, and mutual respect and tolerance of those with different faiths and beliefs.</p>	<ul style="list-style-type: none"> School's Core and British Values are embedded, explicitly and relate to Bible teaching and reflected in school community's relationship. Pupils have opportunities to 'live out' British Values which are embedded through the curriculum and wider opportunities e.g. House Elections, Behavioural system 	
<p>Equal Opportunities 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.</p>	<ul style="list-style-type: none"> Strong Christian Values and ethos create a 'deeply spiritual school' that are reflected in pupil & staff relationships & attitudes. Strong links with Diocese, including: Headteacher as Associate Advisor and Mentor for New Headteachers within the Diocese and RE Subject Lead acts as Associate RE Advisor for the Diocese. Barrowby All Saints Church and other ministries. 	
<p>Positive Citizen/Protected Characteristics 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>	<ul style="list-style-type: none"> Children provided with many opportunities to discuss their views, beliefs and opinions through the curriculum and Collective Worship. Links established with wider ministries e.g. The St Phillips Centre, support pupil exploration of other faiths. 	

LEADERSHIP AND MANAGEMENT: Outstanding (1)	The school meets all the criteria for good in leadership and management securely and consistently. Leadership and management are exceptional.	
	Strengths	Areas for Development
<p>Leadership Good 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.</p>	<ul style="list-style-type: none"> Head teacher, SLT & Governors have an ambitious vision & clear focus for future school success. The Head teacher is in his twelfth year of headship. Experienced SLT: <ol style="list-style-type: none"> Deputy Headteacher starting NPQH 23-24 Assistant Headteacher- completed NPQSL 22-23 EYFS/KS1 Team Leader Associate RE Advisor for Diocese SENDCo- Completed Senior Mental Health Qualification 21-22 	<ul style="list-style-type: none"> Allocate reviewed/expanded roles to SLT: Deputy Headteacher, EYFS/KS1 and KS2 Team Leader and SENDCo and ensure all understand how role supports development of school. Ensure role descriptors are up to date and reflect new roles taken on by staff e.g. Pastoral Support Assistant. SLT undertake National Qualifications to further develop understanding e.g. NPQH, NPQSL SLT continue to monitor and gauge effectiveness and impact of Middle Leaders on school standards.
<p>CPD Outstanding: Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. Good 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 ECTs, build and improve over time. This includes building teachers' expertise in remote education. Good 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.</p>	<ul style="list-style-type: none"> Rigorous monitoring and evaluation schedule in place to provide opportunities for professionals to challenge, moderate, evaluate and further develop practice for all. 	
<p>Wellbeing/Workload Outstanding: Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. Staff consistently report high levels of support for well-being issues. Good 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.</p>	<ul style="list-style-type: none"> Established Staff Health & Wellbeing Committee meet termly to review, refine and evaluate staff wellbeing, workload and morale. Established and effective monitoring of staff wellbeing and systematic review of workload leading to reduction in workload. Refined and adapted systems in school to help staff better manage their workload and support their wellbeing. 	<ul style="list-style-type: none"> Explore and embed further changes to enhance staff wellbeing e.g. <ol style="list-style-type: none"> Communication to staff Team Building Opportunities in INSET, Scheduled Social Events Suggestions received via the 'Suggestion Box' Staff Wellbeing Committee
<p>Community Stakeholders Good Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.</p>	<ul style="list-style-type: none"> Leaders engage with other stakeholders from the Community. Stakeholder opinion is sought and used to review, evaluate and refine school provision. The majority of parents / carers are very positive and proud of the school and want to be involved in their children's learning and progress. 	
<p>Governance Good Governors and trustees understand their role and carry this out effectively. Governors or 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>	<ul style="list-style-type: none"> Governing Board understands and fulfils their role effectively. This is agreed and communicated in the Schedule of Governance for each academic year. 	<ul style="list-style-type: none"> Review, refine and re-organise Schedule of Governance so that Governors can continue to effectively hold the school to account.
<p>Safeguarding & Culture Good Leaders protect staff from bullying and harassment. Good Governors or trustees 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. Good Safeguarding is effective.</p>	<ul style="list-style-type: none"> The school is fully compliant with all aspects of health & safety and safeguarding. Safeguarding Governor conducts period checks across the year. 	<ul style="list-style-type: none"> Continue to support DH to fulfil role of DSCPO alongside HT e.g. attend Safeguarding Briefings, manage Training Log and Audit. Further enhance Safeguarding Training Log to record checks undertaken.

EVALUATING THE EFFECTIVENESS OF EARLY YEARS – Outstanding (1)	The school meets all the criteria for good in the effectiveness of early years securely and consistently. The quality of early years education provided is exceptional.	
	Strengths	Areas for Development
<p>Curriculum Outstanding The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.</p> <p>The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.</p> <p>Good Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly disadvantaged (including those with SEND), the knowledge, self-belief and cultural capital they need to succeed in life.</p> <p>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.</p>	<ul style="list-style-type: none"> EYFS Curriculum is established and supports children to learn in each area, encouraging them to remember more about what they have learned. The EYFS Curriculum is structured and communicated through EYFS Long Term Plan, Curriculum 'Stepping Stones' document which ensures the curriculum is well sequenced and progresses. Supporting EYFS, there is the addition of the Continuous Provision Map to support all pupils to thrive. 	<ul style="list-style-type: none"> To further develop the use of the Outdoor classroom: to provide a greater array of physical development opportunities to help pupils refine their gross and fine motor skills. Facilitate non-contact time so that all leaders continue to monitor, evaluate and measure the intent, implementation and impact of the Curriculum on pupils i.e. Lesson Visits, Pupil Interview, Work/Planning Scrutiny etc
<p>Relationships Outstanding Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.</p>	<ul style="list-style-type: none"> The vast majority of children are highly motivated and enthusiastic learners, including those with SEND and/or additional needs. 	<ul style="list-style-type: none"> Continue to provide an engaging and relevant curriculum, promoting the Prime Areas of Learning (Personal, Social and Emotional Development, Communication & Language, Physical Development) across all areas of the curriculum to continue to support and develop good learner behaviours and attitudes.
<p>Supporting all Good 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.</p> <p>Children benefit from meaningful learning across the curriculum.</p>	<ul style="list-style-type: none"> The school has the same vision and high expectations for all pupils, including those with SEND. Adaptations are provided so that all continue to 'shine' and make progress. 	<ul style="list-style-type: none"> Facilitate non – contact time for SENDCo to monitor children with SEND in EYFS.
<p>Vocabulary Acquisition Good 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>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.</p>	<ul style="list-style-type: none"> The School's Curriculum recognises and ensures vocabulary progression is clearly mapped out for each area of learning. The school follows Essential Letters and Sounds Phonics program. Phonics lessons are taught daily, in a systematic and efficient way, using assessment to identify gaps to be narrowed. 	<ul style="list-style-type: none"> Through monitoring activities continue to monitor teaching, learning and assessment in phonics.
<p>CPD Good 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.</p> <p>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.</p> <p>Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> EYFS Team Leader & EYFS Teacher are very experienced and supported by 2 TAs, providing consistency. All staff undertake regular CPD training linked to Performance Management. There is regular training updates with Phonics led by the Key Stage Lead. Phonics books are provided to the children based on their phonic ability. The School's Maths Curriculum is supported by Herts for Learning Essential Maths and is appropriately organised and sequenced to support pupil retention. 	<ul style="list-style-type: none"> Continue to provide regular CPD opportunities for EYFS staff, linked to the curriculum to further develop active feedback and phonics.
<p>The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the 'Statutory framework for the early years foundation stage', which set out the personal, social and emotional development (PSED) area of learning). Leaders and other staff are particularly attentive to the youngest children's needs.</p> <p>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.</p>	<ul style="list-style-type: none"> Character development and other opportunities are clearly planned in the EYFS LTP and Curriculum 'Stepping Stones.' All staff encourage children to follow the NHS 5 Ways to wellbeing and through daily life explore how we keep our 'mind, body and spirit' healthy. Children are active throughout the school day, both in lessons and at play with an extensive amount of physical activities available. 	<ul style="list-style-type: none"> Continue to promote the well- being committee to support positive mental health for all. Revisit 5 Ways to Wellbeing in EYFS and evaluate use. Continue to promote the Prime Areas of Learning across all Areas of the Curriculum.

<p>Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including details about the school's method of teaching reading and how to help their children learn to read.</p>	<ul style="list-style-type: none"> The school has an open-door policy and encourages parents to as involved as they would like. There is a Reception Curriculum Meeting in the Autumn term, where parents are invited to learn how the school will teach areas of Reading, Phonics, Writing and Maths so parents can support at home. The school offers 3 Parent/Teacher Consultations across the year (and additional 3 for pupils with SEND) so parents can discuss progress and review work etc At the end of the Year, each child in EYFS receives an Annual Report which details progress against the Early Learning Goals and their child's Good Level of Development. 	<ul style="list-style-type: none"> Continue to respond to feedback provided by parents, collected from the EYFS Entry questionnaire.
<p>Children develop detailed knowledge and skills across the 7 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.</p> <p>Children are ready for the next stage of education, especially for 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.</p>	<ul style="list-style-type: none"> The EYFS Long Term Plan ensures all children have the knowledge, vocabulary and skills they need to progress from Reception and into Year 1. 	<ul style="list-style-type: none"> Facilitate non-contact time so that the EYFS lead can continue to monitor, evaluate and measure the intent, implementation and impact of the Curriculum on pupils i.e. Lesson Visits, Pupil Interview, Work/Planning Scrutiny, Coaching & Mentoring
<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.</p>	<ul style="list-style-type: none"> The EYFS Long Term Plan ensures all children have the knowledge, vocabulary and skills they need to progress from Reception and into Year 1. 	
<p>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 7 areas of learning.</p>	<ul style="list-style-type: none"> All children in EYFS can listen to stories with concentration including those with SEND who may need adaptations to support. 	
<p>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.</p>	<ul style="list-style-type: none"> All children demonstrate positive relationships and this is evident from their attitudes to learning and the outcome from Parent Surveys and Pupil Voice. 	
<p>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.</p>	<ul style="list-style-type: none"> Behaviour within the EYFS is excellent with all children being engaged and supported to manage their own feelings and emotions. 	

10	OVERALL EFFECTIVENESS	The school has a very strong capacity for continuing improvement into the future, with a strong leadership team and governing body. The overall effectiveness of the school is outstanding.
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