



## SCHOOL AT A GLANCE

Date 01/09/19

### School Vision

St Bartholomew's Church of England Primary School is a caring and warmly inclusive community where there is no ceiling to learning and everyone is encouraged to flourish through rich learning experiences. Our Winged Learners and strong Christian Values enable all our children to aim high in everything they do.

At St Bartholomew's CE Primary School, we have 6 core Christian Values that we try out best to live by. We are:

Aspirational

Compassionate

Courageous

Disciplined

Honest

Positive

**Learning Skills**  
At St. Bartholomew's, we support children to develop a range of key learning skills to enable them to be lifelong learners.

**Rich Learning Experiences**  
At St. Bartholomew's, our children will have the opportunity to take part in the activities from the 'St. Bart's Charter'.

**Core Skills**  
At St. Bartholomew's, there is no ceiling to learning. Every pupil will achieve a high standard of English, Maths, Science and Computing.

**Christian Values**  
At St. Bartholomew's, we have 6 core Christian Values that we try our best to live by.

**St. Bartholomew's Church of England Primary School**  
is a caring and warmly inclusive community where there is no ceiling to learning and everyone is encouraged to flourish through rich learning experiences. Our strong Christian Values and our Winged Learners enable all our children to aim high in everything they do.

**'Let Your Light Shine'**  
*(Matthew 5:16)*



## School Context

*The school is situated in a newly regenerated area of Brighton which is slowly becoming a vibrant and alternative answer to the city centre with some quirky shops, café bars and businesses that the school is beginning to build up partnerships with. There is, however, still evidence of significant poverty around us. In the shared spaces near the school, there are often street drinkers and evidence of drug use and dealing. Last year, a local property was discovered by the police to be a drug den. Many of our families live in large blocks of flats – a mix of owner occupied, privately rented and social housing. Although it is one of the “cheaper” areas to live in Brighton, it is still very expensive compared with national and even South-East standards. Both house prices to buy and rent are much higher than other towns and cities on the coast. The properties in this area are usually small and often have no garden. There is a large park called “The Level” within walking distance of the school in which there is a large, new children’s play area and a skate park. Unfortunately, the large green area is often occupied by drinkers, and needles can often be found in the public toilets there.*

*The school is currently part of Brighton City Partnership for Education - a group of 13 Schools and Nurseries who offer support and challenge to each other and work together on shared priorities. The headteacher also attends regular meetings with the Deanery group of 9 headteachers. Through these partnerships, we conduct a range of school improvement and enrichment work and some of our CPD for staff is delivered through these partnerships.*

*The school has a diverse community – of 147 children on roll there are 51 children who have English as an additional language and 25 different languages are spoken by the families in our school. This is a high number in comparison to most other schools in Brighton. We consider ourselves lucky to have such a diverse cultural identity, but it can present additional challenges.*



<b>Current OFSTED Grade</b>	Good
<b>OFSTED Priorities</b>	Raise the awareness of parents and carers of the importance of regular attendance and increase their engagement so that levels of attendance and rates of persistent absence improve rapidly to be at least in line with national figures.
	<p>Improve the teaching of phonics so that pupils achieve at least in line with their peers nationally by:</p> <ul style="list-style-type: none"> <li>• adopting a more consistent approach to the teaching of phonics across classes in key stage 1</li> <li>• Making sure that all staff are sufficiently skilled and knowledgeable in the approaches to teaching phonics agreed by the school.</li> </ul>
<b>Current SIAMS Grade</b>	Satisfactory
<b>SIAMS Priorities</b>	Strengthen the process of self-evaluation through formal monitoring of all aspects of the school's Christian distinctiveness, gathering robust evidence of how the Christian character impacts on all learners.
	Make the school's Christian values more explicit in the life of the school. Ensure that the St Bartholomew's 'winged' learners', mission statement, golden values and Christian vision are coherently linked through Christian values and enable the school community to confidently articulate the impact on their daily lives.
	<p>Significantly raise attainment and progress in religious education (RE) by:</p> <ul style="list-style-type: none"> <li>• raising expectations, so that the RE tasks consistently and effectively support and challenge pupils to deepen and broaden their knowledge and skills</li> <li>• focusing assessment and feedback , so that pupils know what they need to do in order to improve work further, thus enabling leaders to track progress and attainment across the school.</li> <li>• enhance teachers' subject knowledge so that they feel confident about teaching the revised RE curriculum and supporting pupils to develop a range of skills including enquiry, analysis and reflection.</li> </ul>
<b>School Improvement Priorities</b>	
Continue to improve attendance across the school	
Improve phonics teaching, progress and attainment so that over 85% of pupils in year 1 and year 2 achieve the National Standard	
Improve the teaching of RE across the school	
Embed a more creative curriculum across the school	
Embed a clear Vision and Ethos across the school	
Embed the Just Right programme across the school to improve emotional literacy	



## School Self Evaluation and School Improvement Plan

### Ofsted 2019 New Judgements (Force for Improvement)

1. Quality of Education
2. Behaviour and Attitudes
3. Personal Development
4. Leadership and Management
5. Early Years
  
6. Church School

<b>Quality of Education</b>	
<b>Overall Requires Improvement because:</b>	
<b>Intent</b> Curriculum and aspirations	<ul style="list-style-type: none"> <li>• Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</li> <li>• The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Implementation</b> How well do staff do their job How do leaders support them	<ul style="list-style-type: none"> <li>• Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</li> <li>• 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.</li> <li>• Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to</li> </ul>



	<p>integrate new knowledge into larger ideas.</p> <ul style="list-style-type: none"> <li>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</li> <li>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.</li> <li>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</li> <li>Reading is prioritised to allow pupils to access the full curriculum offer.</li> <li>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.</li> <li>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</li> <li>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</li> <li>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.</li> <li>Pupils’ work across the curriculum is of good quality.</li> <li>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.</li> </ul>

**Not yet GOOD as we need to:**

Success Criteria	Action	Term	Half termly Progress	Lead
85% of pupils in year 1 and year 2 will achieve the pass grade on the phonics screening test.	Ensure that the whole school understand the importance of all children passing the phonics test and our previous results	Term 1		KB
	Hold a parents information session about Phonics	Term 2		KB
	2 phonics sessions (one 20-30 minutes, one 10 minutes) to take place daily for children in Bumblebees, Puffins and Koalas.	Ongoing		LB/KA



	Phonics screening to be completed at regular intervals and results submitted to SLT			LB/KA
	Phonics supports is reviewed and updated on analysis of regular screening results			KB/JE
	Additional phonics support to be put in place for children in Puffins and Koalas at risk of not passing the test and monitored by SLT	Ongoing		KB
	Regular screening of pupils to support the planning of interventions	End of term 1,2,3,4		FK
	Make links with Springhill Phonics Hub and develop further action points.	Term 1		KB + FK
	Phonics training is provided for all school staff	Term 2		FK +KB
	Ensure that there are visuals displayed around the school that support pupils learning of phonics	Term 2		KB +FK
	Ensure that opportunities to teach/recap phonics are used by all staff – assemblies, travelling around school, playtimes etc	Term 3		KB
	Reception teacher to support year 1/2 with phonics teaching if required	Term 2 onwards		KB
	Phonics teaching drop ins and planning scrutiny with feedback to support improvements in phonics teaching	Term 2,3,4,5		KB + FK
85% of year 4 pupils pass the Multiplication check	Year 4 teacher and Maths Lead to attend appropriate training and be confident in facilitating the tests.	Term 1		HB
	Ensure children have plenty of opportunities to learn and practise their times tables and have opportunities to practise the test.	Ongoing		IB
	Plan when and where pupils will take the test and ensure dates are in the diary.	Term 3		IB + HB
	Ensure all staff who are supporting pupils with the test understand their role and that all tests are carried out following the correct procedures	Term 5		IB
	Ensure the tests are taken according to guidance	Term 6		HB+IB
Implement a new, more creative curriculum, including rich learning experiences, across the school, ensuring that the quality of learning is good	New curriculum framework written for the school – 3 cycles.	Term 6		KB
	Curriculum Framework for PSHE written for each year group	Term 2		LS
	Curriculum Framework for MfL written for each year group in KS2	Term 2		KA
	Cycle 1 implemented and evaluated by staff	Ongoing		FK
	New trip protocol devised and followed for trips and visits	Term 1		KB
	Staff to plan at least 3 trips/visits in the school year for their class	Ongoing		FK



	Staff to facilitate creative learning opportunities and rich learning experiences for classes	Ongoing		FK
	Monitoring through book looks, planning scrutiny and SLR	Term 2,3,4		KB
	Adjust writing unit schedule to reflect the new curriculum framework	Term 6		FK
	Plan and carry out specific curriculum weeks across the school – anti bullying week, book week	Term 2, 3, 6		Subject Leads
	Hold regular “book looks” in staff meetings.	T 2,4,6		KB
Improve the teaching of reading across the school	FK / ..... to run training on teaching reading comprehension strategies through modelling and supported practice.	Term 2		FK
	FK to create a whole school map showing texts that should be used with certain genres.	Term 1		FK
	Monitoring through book looks, planning scrutiny and SLR	T 1,2,3		FK
	Introduce termly ‘Reading Challenge’.	Term 2		FK
80% of year 6 pupils achieve ARE in reading.	FK / LS to focus on identifying gaps in comprehension skills of EAL children and targeting these for support.	Term 1,2,3		FK / LS
Improve the teaching of writing across the school	In order to develop pupils’ transcription and sentence construction skills through extensive practice, FK to run staff meeting on the lesson structure of SB TW.	Term 1		FK
75% of year 6 pupils achieve ARE in writing.	ML / FK to run workshops for children with poor sentence awareness in Y6. 3 one day writing workshops.	Term 1,2,3		ML / FK
	FK to work with KS2 teachers on the planning of a unit of work to ensure pupils have a reason to write and someone to write for.	Term 1		FK
	FK to produce a guide to planning a unit of work and high quality modelling of writing.	Term 2		FK
Improve the teaching of Maths across the school	Ensure that the whole school understand the importance of all children being fluent in their mental calculation strategies.	1		HB
	Teachers identify children in their class with significant fluency gaps and target support where necessary.	1		HB
	Teachers develop their understanding of effective lesson design, incorporating an increased range of strategies for promoting children's mental fluency	2		HB
	Ensure all classes have displays which show clear mental strategies appropriate for their year group/key stage.	2		HB + class



				teachers
	Regular fluency checks carried out to inform Maths Lead of target areas across school.	Termly		HB
	Hold parents' workshops ('maths parties') to inform parents how they can support their child in developing their maths fluency.	3		HB + class teachers
	'Fluency games packs' produced for use with children needing further support and consolidation.	3/4		HB
	Clear plan in place for use of 'fluency games packs', ie. parents/volunteers	4		HB
	Develop 'maths portal' on school website	5/6		HB
TA, INA and LM roles are effective in supporting children to make progress	Timetables set and reviewed every 6 weeks	Autumn		JE
	Regular TA meetings	ongoing		JE
	Action plans written by LM	Ongoing		JE
	Appraisal organised	Autumn		JE
	Termly feedback to staff from Mentors	Dec		JE
	Termly monitoring of LM sessions	Termly		JE
	SEN updates include progress termly	Ongoing		JE
	Half termly LM caseload meetings	Ongoing		JE
Teaching and learning across the school continues to be good or better	Provide opportunities for teachers to work with FK to observe (Teaching Champion), plan and teach	Term 2,3,4		FK
	Provide opportunities for teachers to observe Teaching Champion (Helen Banks)			FK





## Behaviour and Attitudes

### Overall GOOD because:

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- 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.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- 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.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

### Not yet OUSTANDING as we need to:

Success Criteria	Action	Term	Half termly Progress	Lead
Whole school attendance is above 95% and the rate of persistent absenteeism is 8% or less	Add new attendance board to outside the new offices	Term 1		AC
	Update both weekly attendance boards – pupil entrance and outside office	Ongoing		AC
	Create a video about good attendance at school	Term 3		KB
	Continue to work with Education Officer to support families with poor attendance	Ongoing		KB
	Share attendance data with and without children of statutory school age	Ongoing		KB
	Continue with attendance awards and assemblies and the general promotion with good attendance with pupils and parents	Ongoing		KB
New vision is implemented across the school and it is regularly referred to by all stakeholders.	Introduce new VISION and related resources to all stakeholders and make sure it is displayed around school,	Term 1		KB
	Ensure all Vision resources are available on the network for staff to use.	Term 1		KB
	Hold a meeting to introduce the Vision to parents and ensure the Vision is on the School website	Term 1		KB+FK
	Update headed paper and other resources to reflect the new Vision	Term 2		KB
	Monitor environment to ensure it reflects the new vision	Term 2,3,5		FK



## Personal Development

### Overall GOOD because:

- 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.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- 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.
- 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.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- 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.
- 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.
- 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.

### Not yet OUTSTANDING as we need to:

Success Criteria	Action	Term	Half termly Progress	Lead
Fully embed the Just Right programme across the school	Ensure staff understand the principles of Just Right	Autumn		JE
	All classes have display in class to support Just Right	ongoing		JE
	SLT proactive at promoting JR language and approach eg display in office	Ongoing		JE
	Assembly to discuss JR approach	Autumn		JE
	Termly update in staff meetings supported by BHISS workers	Autumn Dec		JE
	Share in SEN parent coffee morning	Termly		JE
	Mentors support creating individual profiles. Uploaded to Drive and shared with parents	Ongoing		JE
	Pupil voice sought to monitor implementation	Ongoing		
Ensure that all appropriate RA are up to date and in place	Devise list of appropriate RAs in line with B+H guidance and plan when these will be completed	Term 1		KB + IB



	<i>Complete class based RAs, playground, hall, church RAs</i>	<i>Term 1</i>		<i>KB</i>
	<i>Update generic and specific RAs according to the plan</i>	<i>Ongoing</i>		<i>KB</i>



## Leadership & Management

### Overall GOOD because:

- 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.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- 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.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.

### Not yet OUSTANDING as we need to:

Success Criteria	Action	Term	Half termly Progress	Lead
Subject Leaders are knowledgeable about the status of their subject in school and work towards improving provision of their subject for pupils	Master Subject Leader Action Plan written to include key tasks for all Subject Leaders	Term 1		KB
	Subject leader roles confirmed	Term 1		KB + FK
	Subject leaders further develop their action plans based on last year's report	Term 2		Subject Leaders
	Template PPT document created for each subject's E Portfolio	Term 2		KB
	Subject leaders to create E Portfolio and add it to school website	Term 4		Subject Leaders
	Inclusion Lead, Maths Lead and English lead undertake Supported Learning Reviews, book looks, work scrutinies, planning scrutinies and pupils voice across the school twice a year and feedback to	Term 2,4		SLT



	<i>Governors and staff</i>			
	<i>Subject Leads undertake Supported Learning Reviews, book looks, work scrutinies, planning scrutinies and pupils voice across the school at least once a year and feedback to Governors and staff</i>	<i>Term 3,5</i>		<i>Subject Leaders</i>
<i>School staff feel supported and that their well-being is important</i>	<i>Regular meetings to be held with school union REPS with feedback given where appropriate.</i>	<i>Ongoing</i>		<i>KB</i>
	<i>Regular Support Staff meetings held, minuted and issues reported to and acted on by SLT</i>	<i>Ongoing</i>		<i>KB</i>
	<i>Daily office task sheets written and followed by all office staff</i>	<i>Term 1</i>		<i>KB</i>
	<i>Staff to share views about what they want from school support systems such as SLRs etc. and SLT to act on these.</i>			
	<i>Appraisal system set up and implemented for ALL staff – create documents for support staff and adapt current documents for teachers so that they are more user friendly</i>	<i>Term 1</i>		<i>KB</i>
	<i>A staff Code of Conduct that reflects the school Vision, is devised, shared and agreed.</i>	<i>Term 3</i>		<i>KB</i>
	<i>SLT to focus on creating well-being events, opportunities and routines that support all staff</i>	<i>Ongoing from T2</i>		<i>SLT</i>
<i>Parents are kept informed about school events and developments</i>	<i>Parent forums are run regularly to share views and solutions about specific issues</i>	<i>Ongoing</i>		<i>FK + KB</i>
	<i>Create and share a termly topic overview for each class</i>	<i>Term 2</i>		<i>FK</i>
<i>Senior Leadership Team work effectively and strategically to drive improvements across the school</i>	<i>SLT support from Shine Coaching</i>	<i>Ongoing</i>		<i>KB</i>
	<i>Weekly SLT meetings focus on monitoring the development of School Improvement Priorities</i>	<i>Ongoing</i>		<i>KB</i>
<i>Governors</i>	<i>Develop the strategic nature of the FGB</i>	<i>Ongoing</i>		<i>SB</i>
	<i>Develop a Governor Visit programme</i>	<i>Ongoing</i>	<i>SB share formats for visit reports with KB</i>	<i>SB</i>



## Early Years

### Overall GOOD because:

<p><b>Intent</b> Curriculum and aspirations</p>	<ul style="list-style-type: none"> <li>Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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</li> </ul>
<p><b>Implementation</b> How well do staff do their job How do leaders support them</p>	<ul style="list-style-type: none"> <li>Children benefit from meaningful learning across the curriculum.</li> <li>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.</li> <li>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.</li> <li>Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.</li> <li>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</li> <li>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.</li> <li>The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.</li> <li>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.</li> </ul>



	<ul style="list-style-type: none"> <li>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 detail about the school's method of teaching reading and how to help their children learn to read.</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.</li> <li>Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.</li> <li>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.</li> <li>Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.</li> <li>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.</li> <li>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.</li> </ul>

**Not yet OUTSTANDING as we need to:**

Success Criteria	Action	Term	Half termly Progress	Lead
<i>GLD for Disadvantaged Pupils to be in line with National results</i>	<i>Identify which pupils are "Disadvantaged"</i>	<i>1</i>		<i>BH/AC</i>
	<i>Target support (from teacher, volunteers, TAs and students) for pupils who are disadvantaged</i>	<i>Ongoing</i>		<i>BH</i>
	<i>Encourage relevant families to attend the Family Learning courses at school</i>	<i>1/2</i>		<i>BH/KB</i>
<i>Encourage increased parental involvement in school life</i>	<i>With colleagues where appropriate, run reading, writing, phonics and number workshops for parents</i>	<i>Ongoing</i>		<i>BH</i>
	<i>Target relevant parents to attend Family learning opportunities in school</i>	<i>Ongoing</i>		<i>BH</i>
	<i>Continue to promote book time for parents in YR/1/2</i>	<i>Ongoing</i>		<i>BH</i>
	<i>Encourage relevant parents to attend Toddler Group</i>	<i>Ongoing</i>		<i>BH</i>
	<i>Encourage all reception parents (and others) to attend PTFA meetings and events</i>	<i>Ongoing</i>		<i>KB</i>



**Church School**

<b>Success Criteria</b>	<b>Action</b>	<b>Term</b>	<b>Half termly Progress</b>	<b>Lead</b>
<i>Improve the Teaching and Learning of RE across the school.</i>	<i>All staff to use Understanding Christianity Resources to support the teaching of the Christianity element of the RE curriculum, including introduction and display of the Big Frieze, the use of individual and class RE books and use of the concept cards.</i>	<i>Implemented in Term 1</i>		<i>BH</i>
	<i>Planning proforma devised and given to staff. Adapted throughout the year as a result of staff feedback.</i>	<i>Term 6</i>		<i>BH</i>
	<i>All teachers to teach RE to their class for at least an hour a week or equivalent.</i>	<i>Ongoing</i>		<i>BH</i>
	<i>New RE Curriculum framework to be completed for 3 cycles, using B+H scheme to plan coverage of non-Christian religions</i>	<i>All cycles complete by Term 6</i>		<i>KB</i>
	<i>Opportunities for staff training and support through additional NCT, staff meetings and INSET</i>	<i>Ongoing</i>		<i>KB to plan, BH to facilitate</i>
	<i>Sharing assemblies for RE at the end of each half term</i>	<i>Ongoing</i>		<i>KB to plan, BH to facilitate</i>
	<i>Supported Learning Reviews, book looks, learning environment checks facilitated by RE Lead and relevant feedback given to staff</i>	<i>Term 2, 4, 6</i>		<i>BH</i>
	<i>Devise and introduce an system of assessment for RE</i>	<i>Term 3</i>		<i>BH + FK</i>
<i>Improve the profile of Christianity across the school.</i>	<i>Introduce the new school vision to all stakeholders, including Christian ethos, Christian values and chosen bible quote.</i>	<i>Term 1</i>		<i>KB</i>
	<i>Rewrite the school prayer through challenging each class to submit a prayer that includes reference to the Christian Values, chosen bible quote and reflects the ethos. Head and priest to make final decision and introduce prayer to the school.</i>	<i>Term 1</i>		<i>KB</i>
	<i>Introduce 5 different lunchtime prayers (one for each day of the week) and ensure each class is sharing one each day before lunch.</i>	<i>Term 2</i>		<i>KB</i>
	<i>Challenge each class to write prayers about a range of subjects (school, family, animals, learning, the environment, vulnerable people etc) and use them to create school prayer book which can be used in assembly</i>	<i>Term 3</i>		<i>KB</i>





	<i>For one week in the school year, each class study a prayer writing unit as part of the English Curriculum – this should be including on the English Framework document</i>	<i>Term 5</i>		<i>FK</i>
<i>Improve the quality of Collective Worship across the school</i>	<i>Ensure there are opportunities for children to feedback, reflect and offer opinions about the theme of the worship</i>	<i>Term 4</i>		<i>KB</i>
	<i>Ensure that there is a prayer shared in each assembly and that the Lord's Prayer is shared during Wednesday assemblies.</i>	<i>Term 1</i>		<i>KB</i>