



An Daras Trust
Igniting Curiosity Growing Capabilities

An Daras Multi-Academy Trust **Academy Leadership – SEF (v1) Part 1 (Summary) and Part 2 (Detailed Evidence)**

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: Final	
School	Lew Trenchard C of E Primary
Version	v2
Author/s	Louise Hussey/ Liz Davy
Operational v1	Sept 19
Linked ADMAT Documents	ADMAT School Improvement Strategy Overview ADMAT AIP 19-20 ADMAT Child Protection and Safeguarding Policies
Linked External Documents	OFSTED Framework for Inspection Sept 2019 Keeping Children Safe in Education Guidance

ADMAT SELF EVALUATION FRAMEWORK – Part 1 Summary Overview (From Part 2 Evidence Base)

- Use bullet points and plain English for impact/statements and signposting to other documents/forms of evidence. Avoid narrative.

SECTIONS	SUMMARY EVALUATION OF CURRENT POSITION	
INTRODUCTION AND CONTEXT	<p>Lew Trenchard is a smaller than average Church of England Primary School. It has approximately a 90 pupils with an attached pre-school. Pupils’ age range is 2 years – 11 years. Pupils are taught in mixed aged classes. In 2017, the school joined An Daras Multi Academy Trust. At this point the longstanding Headteacher left and a Head of School was appointed internally. This year there has been a change of Executive head and a new head of school has been appointed. This appointment has secured stability and strategic vision for the future after a period of unsettled leadership and significant staffing changes. The staff, governors and pupils have agreed upon a new school vision: We seek to educate our children through the core Christian values of kindness, responsibility and respect, encouraging them to live aspirational and fulfilled lives. Within our school the proportion of SEN pupils with an EHCP is higher than the national average, the proportion of pupil premium is average, the majority of pupils are white British heritage. Attainment at KS2 is good, progress is broadly average. Attainment at KS1 has fluctuated and this is partly due to cohort size. In phonics, the school is above average. GLD at EYFS is broadly in line with National average.</p>	
KEY AREAS FOR SCHOOL IMPROVEMENT	<p>The school leaders have identified the following areas for improvement:</p> <ul style="list-style-type: none"> • Vision – leaders have prioritised embedding a clear and ambitious vision for the school values, ethos and curriculum which forms the basis of all policies and curriculum design within the school. • Progress – progress measures have declines slightly over the last couple of years possibly due to staff instability during key end of KS years. Leaders are ensuring all staff are aware of pupils starting points and expected progress as well as attainment targets. • High expectations – leaders are working with staff to ensure that they provide sufficient challenge so that all pupils grapple with new learning daily. Challenge and informative assessment processes are a key priority to ensure all pupils make good progress from individual starting points. • Independence – introduction of learning dispositions and CPD for staff to ensure that pupils, as part of their personal development, gain sufficient independence enabling them to make good progress in their learning. This includes the training of support staff to be increasingly effective in impacting pupils’ learning in the classroom. • English – leaders have made pupils’ learning in English a school priority with a clear focus on ensuring all pupils, regardless of starting points, develop at least the expected standards in reading and writing. Where pupils fall behind, rapid intervention ensures they catch up. 	
PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Identified areas for improvement	Impact
	<ul style="list-style-type: none"> • Improve pupils’ achievement, by continuing the drive to improve their use of vocabulary through creative writing, to further raise progress and attainment in writing. • Raise the quality of teaching to outstanding overall by: <ul style="list-style-type: none"> - ensuring that teachers provide pupils, especially those in Key Stage 1, with sufficiently challenging work to develop their independent learning skills - ensuring that pupils know what success looks like in their learning in lessons. 	<p>KS2 writing was in line with or exceeding national over the last three years. Progress has been in line with national over the last three years. EGPS has been in line with or exceeded national over the last three years.</p> <p>Actions taken to continue to ensure progress and attainment targets met:</p>

			Introduction of vocabulary mats, specific daily time tabling of grammar and spelling. CPD for all staff on the teaching of writing, spelling and grammar. Increasing consistency of sequences of learning in English. Improved expectations of pupils spelling, handwriting, presentation and vocabulary. Introduction of learning dispositions to improve pupil independence and stamina to cope with challenging learning. Work has been carried out with teachers in ensuring learning intentions are clear.
QUALITY OF EDUCATION	Strengths	Overall Judgement: Good	Areas for Improvement
INTENT	<p>The Andaras intent for education of their pupils is to develop capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it. (“act justly, love constantly, lively humbly” Micah 6. V8)</p> <p>At Lew Trenchard, our vision is to grow together in wisdom and serve with joy. With this in mind, we have developed a curriculum to inspire our pupils in contextually relevant ways and prepare them for a future working life. Our curriculum is broad and challenging with a clear progression of knowledge and skills.</p>		<p>We know that the quality of education in foundation subjects has not historically matched the quality of education in English and Maths. The area of improvement is to ensure that the new framework is implemented effectively by all teachers so that all pupils’ attainment and progress is in line with national expectations across the curriculum.</p> <p>This year’s reading results showed a slight decline in KS2 – 2 pupils dropped the % reaching the expected standard to below national averages and impacted on the progress measure for KS2. However, those achieving GD in reading remained in line with national. The HoS has implemented a rapid programme of CPD in improving phonics and early reading teaching throughout the school. A new programme of guided reading has been introduced in KS2.</p> <p>The school’s leaders – governors and HoS - have secured funding to refurbish the school library to support developing our pupils’ love of reading.</p>
IMPLEMENTATION	The redesign of our curriculum provides clear progression in key concepts, knowledge, skills and vocabulary. Teachers plan from this to ensure each year group encounters challenging learning which builds upon their prior learning. Leaders monitor the implementation of the curriculum through evidence scrutiny, lesson visits, pupil conferencing and assessment outcomes.		
IMPACT	<p>100% of teachers have planned using the new framework and therefore planning ensures coverage will meet National Curriculum requirements and improve outcomes for all pupils so that attainment and progress is in line with national expectations. Weaker areas have been addressed through the rigor of the new curriculum design and a monitoring programme is in place to ensure effective implementation.</p> <p>The quality of education at Lew Trenchard is good because for 3 years the KS2 combined outcome has been in line with or exceeded national averages, The quality of teaching has remained good because the 3 year average from 2017-2019 is 70%, 7% higher than the</p>		

	<p>national average for combined outcomes. Good teaching overtime at Lew Trenchard secures these high outcomes. Key Stage 2 scaled scores are in line with national. The school adds value through the quality of education provided and the majority progress measures overtime have been in line with national. Where there has been a slight decline, clear causes have been identified and addressed through a clearly panned programme of support and improvement.</p> <p>In addition, the school has achieved a good standard in the quality of its phonics teaching because the school has achieved above the national average for phonics over the last three years. EYFS teaching is good as pupils have achieved</p>	<p>The HoS has secured English Hub grant funding to update reading books throughout the school.</p> <p>The quality of education in EYFS and KS1 is good, however, results in both cohorts were lower than national average %s in 2019. This was impacted by disruption to the year groups’ teaching staff, SEN, low cohort sizes and parental-choice flexi-schooling. Governors and school leaders have prioritised raising standards in EYFS and KS1 through a restructuring the classes, securing stable staffing and resourcing subjects and training for staff.</p> <p>Progress of our prior higher attainers remains a priority and girls are still outperforming boys – these remain a county and regional priority. The school has identified that these figures are impacted by very small cohort size and gender/SEND combined.</p>			
BEHAVIOUR AND ATTITUDES	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9ead3; text-align: center;">Strengths</td> <td style="background-color: #d9ead3; text-align: center;">Overall Judgement: Good</td> </tr> </table> <p>Our church school ethos clearly defines expectations for behaviour. Behaviour is good at all times in the school. Pupils demonstrate the core values of respect, kindness and responsibility through their actions towards each other, staff and the school community.</p> <ul style="list-style-type: none"> • Learning walks • Pupil conferencing • Parent conferencing • Staff surveys • Feedback from visitors • Lesson visits • Attendance is in line with national <p>Fixed term exclusions are rare and below national averages. The school has implemented rigorous re-integration support and follow-up behaviour support plans including external pastoral support. This has resulted in both 100% pupils who had previously had more than</p>	Strengths	Overall Judgement: Good	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #fce4d6; text-align: center;">Areas for Improvement</td> </tr> </table> <p>Continue to embed the school vision as it develops with all stakeholders.</p> <p>Ensure the behaviour policy is consistently followed by all staff and that new systems and procedures impact on this.</p> <p>Where parents have chosen flexi-school arrangements, the school has worked hard to reduce these so that by the time pupils are of compulsory school age they maintain a full timetable.</p>	Areas for Improvement
Strengths	Overall Judgement: Good				
Areas for Improvement					

	one fixed term exclusion integrating successfully back into school with no further exclusions.		
PERSONAL DEVELOPMENT (To include SMSC and fundamental British Values)	Strengths	Overall Judgement: Good	Areas for Improvement
	<p>Low Trenchard has a clear vision and ethos created and shared by all stakeholders. This feeds into all decision making in the school, including curriculum design. The curriculum includes clear opportunities for pupil personal development.</p> <ul style="list-style-type: none"> • Community involvement through links with Open the book, local community members such as the police, attendance of life skills lessons, • Cultural development through visits from a range of groups such as Retreat, the city residential, Collective Worship and following the Devon Agreed Syllabus for RE. • A range of visits to enhance the curriculum and develop the children’s knowledge of their local area. • An active school council ensures pupil voice is an integral part of school life. • Curriculum design is both relevant to contextual needs as well as the personal development of all pupils to ensure future success. The intent of the curriculum is to inspire pupils’ curiosity and ambition whilst providing the necessary knowledge and skills for all pupils to achieve. • External visits and links to Exeter Diocese has supported the school in developing its vision and ethos which has led to an enhancing provision in the school. 		<p>Introduction of Words for your heart to supplement the SMSC curriculum.</p> <p>Ensuring that curriculum provision matches intent and ambition for our pupils. Teachers exploit all opportunities for learning and pupils’ personal development through their provision.</p> <p>Look at further community links.</p> <p>Leaders will ensure the school has clearly defined end goals for its pupils which are carefully planned for through its curriculum design. Pupils leave Low Trenchard both prepared for their next stage of education and ready to contribute positively to society. Continue to develop the school council roles and responsibilities.</p>
QUALITY OF EARLY YEARS	Strengths	Overall Judgement: Good	Areas for Improvement
	<ul style="list-style-type: none"> • Provision in the early years is good as it ensures pupils reach early milestones. • EYFS prepares pupils socially and emotionally for school and for transition into KS1. • High expectations are evident throughout EYFS this ensures pupils develop independence and confidence. • EYFS GLD outcomes are broadly in line with national with variations being of 1 to 2 pupils due to cohort size or SEND. 		<p>Introduction of RWI to improve consistency and progression in phonics teaching throughout the school.</p> <p>Continuous provision enhances learning intentions throughout.</p> <p>Introduction of loose parts and continue to explore effective planning approaches.</p> <p>Clear identification of weaker areas in pupils’ baseline and subsequent assessments is used to plan and improve provision throughout the year.</p> <p>Focus on early reading and writing.</p>

LEADERSHIP AND MANAGEMENT	Strengths	Overall Judgement: Good	Areas for Improvement
	<p>Andaras MAT have secured strong leadership for the school and provide support and training for the school leaders.</p> <p>Leaders have an accurate picture of the school’s current strengths and weaknesses and have identified appropriate priorities for school improvement. Leaders have rapidly implemented actions to address these priorities.</p> <p>Leaders are ambitious for pupils’ attainment and progress and have high expectations for staff and pupils. School attainment is in line with national expectations and targets have been set to raise attainment and increase pupils’ progress.</p> <p>The school is well managed through the support of the MAT centralised systems for finance, HR and property. The school has good systems, routines and policies to ensure it is well run and managed consistently.</p> <p>Governors contribute effectively to school leadership through their support and challenge. The governors attend regular leadership training by the MAT and have recruited new governors based on skills and experience. Governors have managed the transition into academy status and worked effectively to secure a stable staffing structure. Governors are actively engaged with school leaders in promoting staff well-being and retaining the church ethos and community status of the school. The impact of the governors’ leadership is to secure the long-term prospects of the school and in improving outcomes through partnership with other schools and strong leadership from the MAT.</p>		<p>MAT CPD will be used to ensure school leaders, including middle leaders, are sufficiently trained to improve and monitor school effectiveness.</p>
OVERALL EFFECTIVENESS	Overall judgement: Good		
	<p>Low Trenchard is a good school. Pupils achieve well, both academically and personally. The church ethos is embedded and evident throughout the school and pupils clearly enjoy school. Leadership of the school is good and leaders are ambitious in their curriculum design and expectations for staff and pupils.</p>		

SCHOOL SELF EVALUATION EVIDENCE – Part 2 - Detailed Evidence and Judgements

Completed by (including wider Leadership/LGB):
 Dates of in year SEF Review: Dec 2019, April 2020, July 2020

1. Overall Effectiveness

- Use bullet points and plain English for impact/statements and signposting to other documents/forms of evidence. Avoid narrative.

OFSTED	* Grade: 1 = fully met; 2 = partly met; 3 = needs development; 4 = inadequate		
Good	Measure of Impact	Grade	Impact Statement and Evidence (and where it can be found)
1.1	The quality of education is at least good.	2	<p>The vast majority of pupils make expected attainment and attainment is in line with or above national expectations. Compared to national measures, the 3 year average of % of pupils attaining the expected standard in RWM at KS2 has been higher.</p> <p>Both KS1 and KS2 were externally moderated for their end of Key Stage outcomes – June 2019 – all judgements were agreed or raised.</p>
1.2	All other key judgements are likely to be good or outstanding . In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving rapidly and securely to good.	2	<p>Leaders are clear in the actions needed to secure rapid progress in areas which require improvement. The school has implemented a series of systems and procedures to standardise practice across the school to ensure high expectations in all areas. The impact has been improved consistency in standards and a coherence across the school.</p> <p>Evidence: ISDR, Tables Checking, AIP, new systems, feedback from parents.</p>
1.3	Safeguarding is effective .	2	<p>Safeguarding at the school is good as the school has clear systems and procedures in place, including the use of an online recording system used by all staff, which ensures the school is a safe environment for pupils. Leaders regularly assess and review the effectiveness of these procedures, adapting as necessary to reflect the changing needs of specific cohorts.</p> <p>Evidence: MAT safeguarding officer has carried out a safeguarding audit to ensure safeguarding requirements are met An annual audit is carried out for Devon Local Authority to ensure compliance. All staff have signed new statutory documentation KCSIE Sept 20-19 and received the new safeguarding policy. Safeguarding training is planned for this term. Safeguarding is a standing agenda item in weekly staff meetings and at all governor meetings. MyConcern, Training Logs</p>

	Areas of Strength: Pupils' attainment. Safeguarding		Areas for Improvement: To improve all pupils' progress, regardless of starting points – specifically to address lower EYFS/KS1 outcomes this academic year and to improve reading outcomes at KS2. Specific cohorts that the school is focussing on are boys and GDS. Embed new procedures for safeguarding so that practice is consistent across the school – eg. Start and end of day procedures.
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Note: In order to judge whether a school is good or requires improvement, inspectors will use a “best fit” approach, relying on the professional judgement of the inspection team. (School Inspection Handbook, Sept 2019)

2. Quality of Education			
▪ Use bullet points and plain English for impact/statements and signposting to other documents/forms of evidence. Avoid narrative.			
OFSTED	* Grade: 1 = fully met; 2 = partly met; 3 = needs development; 4 = inadequate		
Good	Measure of Impact	Grade	Impact Statement and Evidence (and where it can be found)
2.1 INTENT	Leaders adopt or construct a curriculum that is ambitious and designed to give 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. (Transitional Statement: If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.)	2/3	Leaders' actions demonstrate that the newly introduced curriculum is ambitious and designed to prepare pupils for to succeed in life. The school's ethos reflects this ambition. Evidence: Curriculum Design Documents – folder, learning book scrutiny
2.2 INTENT	Schools curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. (Transitional Statement: If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.)	2/3	Leaders have been effective in developing a clear set of concepts link the themes of the newly designed curriculum to enable teachers to plan effectively both horizontal and vertical links building on pupils' prior learning. Teachers plan in enrichment to ensure pupils are ambitious and prepared for future success and work. Evidence: Curriculum Design Documents – folder (specifically overarching themes, Knowledge and key concepts document, and Curriculum procedures document) Learning books, pupil conferencing, lesson observations

<p>2.3 INTENT</p>	<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. (Transitional Statement: If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.)</p>	<p>2/3</p>	<p>All pupils regardless of starting points, or SEND, are exposed to the same ambitious curriculum. Teachers plan carefully to ensure, where pupils need specific interventions, this does not disadvantage pupils' breadth of curriculum.</p> <p>Evidence: IEPs, Book scrutiny, pupil conferencing, lesson observations</p>
<p>2.4 IMPLEMENT</p>	<p>Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in Key Stage 2 throughout each and all Years 3 to 6. (Transitional Statement: If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.)</p>	<p>2/3</p>	<p>Leaders are in the process of ensuring that the curriculum is broad, relevant and contextual. The newly designed curriculum has a broad range of subjects that prepares pupils to be ambitious and for future success. The subjects are linked through key over-arching concepts and themes.</p> <p>Evidence: Curriculum Design Documents – folder (specifically overarching themes, Knowledge and key concepts document, and Curriculum procedures document) Learning books, pupil conferencing, lesson observations</p>
<p>2.5 IMPLEMENT</p>	<p>Teachers have good knowledge of the subjects and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p>	<p>2</p>	<p>A regular programme of CPD, planned by MAT and school leaders ensures staff are trained to implement the new curriculum requirements. MAT CPD and subject leaders provide training, support and resources for all teachers across the MAT, including setting up mentoring and visits to other settings. External training is provided by the school from the local authority to support subject leader and teachers. This includes Maths, Science, English, RE and EYFS this term.</p> <p>Evidence: Staff meeting and MAT Meeting Logs, CPD Log, MAT training records. Staff training feedback forms.</p>
<p>2.6 IMPLEMENT</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 doing so they respond and adapt their teaching as necessary without unnecessarily elaborate and individualised approaches.</p>	<p>2/3</p>	<p>Leaders have provided staff with clear guidance on overarching themes and key concepts to be taught in each subject. The medium-term planning documents provide clarity on knowledge, skills and vocabulary to be taught. The school has improved teaching so that it is good, and teachers are developing their strengths in ensuring that all children have tackled new learning daily and adapting teaching in lessons and across a sequence.</p> <p>Evidence: Lesson observations, planning</p>
<p>2.7 IMPLEMENT</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>3</p>	<p>Leaders have developed a system where the use of knowledge organisers, quizzes and planned opportunities to revisit and build on prior learning ensures that the pupils retain their learning long term. Thus, pupils' outcomes across the wider curriculum are improving. The school ensures that pupils are able to verbalise and discuss their learning and understand the progress they are making.</p>

			Evidence: Curriculum planning, knowledge organisers, vocab mats, quizzes, learning books, pupil conferencing, lesson observations.
2.8 IMPLEMENT	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.	2	<p>School leaders judge teachers to be effective in their use of assessment pre and post units to assess gaps, adapt teaching accordingly and assess learning after teaching. Leaders require teachers to complete assessment points at end of terms and a half way through the year one to check progress towards targets.</p> <p>Lesson observations show that teachers are becoming more adept at checking pupils understanding and reshaping tasks so that all pupils make progress within a lesson or across a sequence of learning.</p> <p>Assessment is reliable across the school as triangulation of pupil learning and assessment takes place. External moderation has confirmed teacher judgements are secure.</p> <p>Evidence: i-track, transition matrices, gaps analysis spreadsheets, planning, external moderations, lesson observations.</p>
2.9 IMPLEMENT	Teachers create an environment that focusses 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.	2	<p>The school has improved its learning environments so that pupil independence is encouraged. Leaders have introduced learning vocabulary so that pupils become active participants in their own learning. Subject leaders carry out regular reviews of the use of resources to support pupils’ learning, feeding back to teachers on areas for improvement. As a result of this, pupils are beginning to be less dependent on the teacher.</p> <p>Teachers use the supporting services provided by the school, such as the Schools’ Library Service, well to resource and enhance their teaching. Teachers use enrichment opportunities well to enable pupils to apply their learning in a contextual, real-life way. Due to the implementation of a new framework for the school’s curriculum, there is an increasing coherence in these planned activities.</p> <p>Evidence: Curriculum, planning, learning books, floor books, pupil conferencing, lesson observations.</p>

2.10 IMPLEMENT	The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.	2/3	Due to the implementation of a new framework for the school's curriculum, there is an increasing level of challenge in the curriculum taught to the children. Where challenge and demanding learning is evident in core subjects, this is beginning to be applied in non-core curriculum lessons. Evidence: Curriculum, planning, learning books, floor books, pupil conferencing, lesson observations.
2.11 IMPLEMENT	Reading is prioritised to allow pupils to access the full curriculum offer.	2/3	Outcomes for reading across the school have been good and broadly in-line with national expectations. However, leaders have identified areas for improvement in the reading programme provided in school and therefore implemented a programme of prioritising reading in all classes. Resources are being secured, training for staff provided and whole school reading opportunities, shared with parents are up and running. This has resulted in the profile of reading being rapidly raised in school. Leaders will monitor and assess the impact on outcomes for pupils over the term.
2.12 IMPLEMENT	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.	3	Evidence: ISDR, tables checking, guided reading evidence, floor books, reading records, pupils conferencing, reading assessments.
2.13 IMPLEMENT	The sharp focus on ensuring younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.	2	Phonics outcomes are good and are in line or above national outcomes. However, the school is ambitious for its pupils and targets 100% of pupils to achieve phonics screening passes. The school has improved its teacher of phonics as leaders have introduced a new phonics scheme across Key Stage 1 to ensure that sharp focus on phonics, to improve consistency and teaching and raise attainment even higher. Leaders monitor daily the teaching of phonics and prioritises resourcing and training for the area. Evidence: RWI assessments, lesson observations, baseline screenings, pupil outcomes.
2.14 IMPLEMENT	Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	2	The school ensures that English is prioritised as the basis of all other learning across the curriculum. For example, the development of vocabulary is a high priority to support pupils reading and writing, in particular the disadvantaged. Regular training ensure teacher knowledge of grammar, for example, is improved and maintained. All staff receive regular training in the teaching of phonics. Evidence: Training Log, RWI observations, Grammar teaching observations, Learning books.

<p>2.15 IMPACT</p>	<p>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.</p>	<p>2</p>	<p>The school has designed a detailed curriculum with specific and detailed coverage of knowledge and skills in all subjects. Leaders monitor coverage to ensure there are not gaps in the knowledge and skills taught.</p> <p>Teachers use quizzes and provide opportunities for pupils to apply their knowledge in contextual or problem-solving situations as well as to write at length about their learning to ensure pupils are meeting national expectations across the curriculum.</p> <p>Evidence: Curriculum documents, planning – Connections block – wisdom column, learning books, lesson observations, pupil conferencing, assessments.</p>
<p>2.16 IMPACT</p>	<p>Pupils are ready for the next stage of education. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go onto destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p>	<p>2</p>	<p>The school is ambitious for its pupils and targets all pupils to achieve national expectations and to make good progress from their starting points. Where pupils are falling behind, rapid support and intervention is put in place to help reduce difference in attainment or progress. Leaders are supporting teachers to improve attainment and progress across the school. Leaders role model high expectations for the school’s pupils, especially the disadvantages or SEND.</p> <p>Evidence: Lesson observations, learning books, pupil conferencing, national outcomes.</p>
<p>2.17 IMPACT</p>	<p>Pupils work across the curriculum is of good quality.</p>	<p>2/3</p>	<p>The school judges its provision to be improving. Whilst outcomes in core subjects remain broadly in-line with national expectations, especially given the small size of cohorts, it is recognised that historically standards in non-core subjects have not matched this. Rapid improvements have been implemented and it is expected that there will be clear improvements in the provision, teaching, learning and outcomes across the wider curriculum.</p> <p>Evidence: Lesson observations, learning books, pupil conferencing, national outcomes., planning.</p>
<p>2.18 IMPACT</p>	<p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>	<p>2/3</p>	<p>Outcomes for reading across the school have been good and broadly in-line with national expectations. However, leaders have identified areas for improvement in the reading programme provided in school and therefore implemented a programme of prioritising reading in all classes. Resources are being secured, training for staff provided and whole school reading opportunities, shared with parents are up and running. This has resulted in the profile of reading being rapidly raised in school. Leaders will monitor and assess the impact on outcomes for pupils over the term.</p>

			<p>Outcomes for maths have been broadly in line with national expectations. Leaders have implemented an increasing range of opportunities for pupils to apply their mathematical learning through both maths and other curriculum subjects (eg. DT, Science, Outdoor learning).</p> <p>Evidence: ISDR, tables checking, guided reading evidence, floor books, reading records, pupils conferencing, reading assessments.</p>
	<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Leaders intent for the curriculum • Curriculum design • RWI phonics schemes • Pupils' attainment outcomes 		<p>Areas for Improvement:</p> <ul style="list-style-type: none"> • Progress outcomes for all pupils, regardless of backgrounds • Rigor and consistency of the teaching of reading • Improved reading resources • Quality of teaching and learning across the wider curriculum • Teacher questioning, adaptation of teaching in response to pupils' needs.

Note: In order to judge whether a school is good or requires improvement, inspectors will use a “best fit” approach, relying on the professional judgement of the inspection team. (School Inspection Handbook, Sept 2019)

3. Behaviour and Attitudes			
<ul style="list-style-type: none"> ▪ Use bullet points and plan English for impact/statements and signposting to other documents/forms of evidence. Avoid narrative 			
OFSTED	* Grade: 1 = fully met; 2 = partly met; 3 = needs development; 4 = inadequate		
Good	Measure of Impact	Grade	Impact Statement and Evidence (and where it can be found)
3.1	<p>School has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupil 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.</p>	2	<p>The school has recently updated its Christian vision and this forms the foundation of the behaviour policy. School leaders have worked hard to ensure that the policy is applied fairly and consistently. Leaders support staff where needed so that learning is not disrupted by behaviour issues. All systems and routines have been reviewed and updated to ensure that there are minimal interruptions to learning times throughout the school day. The school judges behaviour as good as all staff have high expectations of pupils.</p> <p>Evidence: vision statement, behaviour policy, learning walks, governor visits, pupil conferencing, staff survey, lesson observations, behaviour log (MyConcern)</p>

3.2	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.	2	<p>The school plans in opportunities through its curriculum to teach pupils about bullying including online/cyber bullying. Classes have worry boxes for pupils to express concerns. Educational therapy is provided to pupils who need it. Aggression is not tolerated in school and there are clear consequences outlined to pupils. The school has an increasingly consistent approach to tackling any behaviour problems including bullying. The school has introduced a new SMSC programme 'Words for your heart' to support pupils learning about the impact and consequences of their actions and words. The school uses stories from the bible within Collective Worship to help illustrate the right choices to make and behaviours expected.</p> <p>Evidence: vision statement, behaviour policy, learning walks, governor visits, pupil conferencing, staff survey, lesson observations, behaviour log (MyConcern), Curriculum.</p>
3.3	There is a demonstratable improvement in the behaviour and attendance of pupils who have particular needs .	2	<p>The school judges its provision as good. Pupils with previously high level of behaviour incidents has shown good improvement and a significant decrease of incidents. This is a result of the clear behaviour support plans put in place to enable these pupils to thrive, improve and learn. Disruption to learning has significantly decreased. Attendance remains in line with national expectations. The school has reduced fixed term exclusions.</p> <p>Evidence: Behaviour support plans, Behaviour logs (MyConcern), Attendance data.</p>
3.4	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 .	2	<p>Pupils enjoy school and attend well. They are engaged in their learning and are improving in their ability to study effectively. IEPs are used to support pupils with SEND to enable them to succeed in school. Recent implementation of learning language and development of the learning environment is enabling pupils to become more resilient. Pupils are beginning to take feedback to improve their work independently.</p> <p>Evidence: pupil conferencing, lesson observations, pupil books, learning walks.</p>
3.5	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 .	2	<p>Attendance is good at the school and the school has robust procedures in place to tackle any dip in attendance or attendance concerns. Attendance is currently 95% +</p> <p>Evidence: Attendance data, EWO visit reports, New am and pm routines.</p>

3.6	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.	2	The school uses fixed term exclusions as a last resort and only for serious behaviour as listed on the national list of reasons for exclusions. The school carries out well-planned reintegration meetings with a clear focus on reducing the change of a repeat exclusions. These have been effective in improving the behaviour of pupils who have had a fixed term exclusion and exclusions are rare. Evidence: Reintegration meeting notes (MyConcern), behaviour plans, Behaviour logs, pupil conferencing.
3.7	Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe.	2	The school judges its provision as good. Pupils and staff have respectful caring relationships that are guided by the school's core Christian principles. Leaders regularly review practice across the school to ensure it is fair and role models high expectations for all. Evidence: learning walks, feedback from parent, pupil and staff questionnaires.
	Areas of Strength: <ul style="list-style-type: none"> School ethos and vision Behaviour and relationships Attendance 		Areas for Improvement: <ul style="list-style-type: none"> Consistency of application of behaviour expectations across the school and all staff Continue to decrease no.s of fixed term exclusions Continue to ensure bullying is tackled quickly and effectively Ensure induction for staff reflects and makes explicit school vision/ethos and expectations

Note: In order to judge whether a school is good or requires improvement, inspectors will use a “best fit” approach, relying on the professional judgement of the inspection team. (School Inspection Handbook, Sept 2019)

4. Personal Development

- Use bullet points and plain English for impact/statements and signposting to other documents/forms of evidence. Avoid narrative.

OFSTED	* Grade: 1 = fully met; 2 = partly met; 3 = needs development; 4 = inadequate		
Good	Measure of Impact	Grade	Impact Statement and Evidence (and where it can be found)
4.1	The curriculum extends beyond the academic and provides for pupils' broader development. The schools work to enhance pupils spiritual, moral, social and cultural development is of high quality.	2	The school has improved the provision for the pupils' broader education through the redesign of its curriculum, the introduction of a clear vision for the education of its pupils, the introduction of the 'Words for your Heart' SMSC programme and through its Christian teachings in Collective Worship and RE lessons.

			Evidence: Learning books, RE books, Collective Worship plans, planning, learning walks and stakeholder conferencing.
4.2	The curriculum and the school's effective wider work supports pupils to be confident, resilient and independent , and to develop strength of character .	2	The school has introduced 'learning dispositions' to support work on improving pupils' confidence, resilience and independence. The school's SMSC, RE and Collective Worship programmes support the broader development of the pupils. The MAT has introduced a 'Capabilities' Curriculum which specifically supports developing pupils' characteristics – characteristics identified by employers as increasing employability and effectiveness in the world of work. The school is effective in planning its 'wider work' and therefore outcomes in this area are beginning to improve. Evidence: Learning walks, pupil conferencing, parent feedback, curriculum, SMSC, Capabilities and Collective Worship plans.
4.3	School provides high quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep mentally physically and healthy. They have an age appropriate understanding of healthy relationships.	2	The school's SMSC programme is good as it provides high quality pastoral support and pupils are emotionally healthy and able to access the full curriculum. The school networks well with other organisations to provide a broad range of information and learning for pupils – eg. Life skills, the teeth-brushing scheme, online safety days, local sports competitions, sugarsmart days, etc. Evidence: curriculum planning, pupil and parent conferencing, science and SMSC planning, school policies, Christopher Winters programme.
4.4	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.	2	The school's provision is good as there is a good take up of the range of extra-curricular activities on offer. These include a range of sports including team and individual (TKD), music lessons, drama and art. Evidence: Club registers, curriculum offer.
4.5	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.	2	Leaders judge the school as effective in preparing its pupils for life in modern Britain. Pupils are offered a range of opportunities through the planned curriculum to understand fundamental British values – tolerance is evident in pupils' behaviour and attitudes towards each other and respect a key foundation of the school's Christian values. For example, pupils learn from the RE curriculum and visits from external groups such as RETreat and understanding of other faiths and cultures. The school council supports the school in understanding democracy and is currently exploring becoming a school parliament. The school uses its Collective Worship and PSHE lessons to explore views and beliefs that are different from their own. Pupils are encouraged to focus on similarities rather than differences. The Christian
4.6	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.	2	
4.7	Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different	2	

	protected characteristics as defined by law and no forms of discrimination are tolerated.		teachings of tolerance are taught and encouraged. No forms of discrimination are tolerated and breaches are treated seriously and recorded as such on internal and external systems. Evidence: school council, RE curriculum, visiting groups, RE floor and learning books.
4.8	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.	2	The school's curriculum offer encourages teachers to plan for meaningful debate to enable pupils to develop wisdom in the way they apply the knowledge and skills they have learnt. The school's vision has been altered to ensure the intent for pupils to contribute to society and live fulfilled lives is clear. The school's Christian ethos encourages pupils to become courageous advocates for their beliefs and to stand up for what they believe to improve our world. As a result of this intent, the school is beginning to make improvements in transferring intent into implementation. Evidence: Curriculum planning, floor books, collective worship planning and feedback, pupil conferencing, learning books
	Areas of Strength: <ul style="list-style-type: none"> • Christian vision and ethos • Intent for curriculum for the broader development of the pupils • School pastoral support 		Areas for Improvement: <ul style="list-style-type: none"> • Ensure intent is realised in implementation of curriculum goals • Improve SMSC, PSHE, SRE curriculum in line with new national expectations • Develop role of the school council

Note: In order to judge whether a school is good or requires improvement, inspectors will use a "best fit" approach, relying on the professional judgement of the inspection team. (School Inspection Handbook, Sept 2019)

5. Leadership and Management			
<ul style="list-style-type: none"> ▪ Use bullet points and plain English for impact/statements and signposting to other documents/forms of evidence. Avoid narrative. 			
OFSTED	* Grade: 1 = fully met; 2 = partly met; 3 = needs development; 4 = inadequate		
Good	Measure of Impact	Grade	Impact Statement and Evidence (and where it can be found)
5.1	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.	2	The school's leaders have a very clear picture of the school's strengths and weakness. They have an accurate picture of the pupils' attainment and progress and use it effectively to set high expectations for all pupils' progress. Leaders have been proactive in raising the profile of groups of pupils that are underachieving – PPG, SEND, GDS and setting challenging targets so that all pupils have a demanding curriculum and receive the help they need to achieve this.

			<p>Leaders have refreshed the school vision to provide clarity for all stakeholders in what the school wants for its pupils. They have translated this into improved policies and procedures to ensure this vision is shared and implemented so that it is reflected in the 'lived' experience for the pupils.</p> <p>Leaders, along with governors, take effective steps to gain the full confidence with of the staff to ensure improvement plans can be implemented rapidly.</p> <p>Governors have been effective in securing stable and strong leadership for the school. Governors lead the school in retaining its character and developing and strengthening its church ethos. The governance systems in place help to ensure that the governors are robust and effective in holding leaders to account and monitoring the key areas under their remit. There are strong links between the governors, directors and CEO.</p> <p>Evidence: Academy improvement plan, governor minutes/visits, staff surveys, external monitoring visits.</p>
5.2	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 NQTS, build and improve over time.	2	<p>The MAT has identified where school middle leaders need support and development to ensure that they have the necessary skills and knowledge to lead and secure school improvement. A comprehensive training programme at school, MAT and LA level is used to develop senior and middle leaders as well as supporting teachers in delivering effective teaching.</p> <p>Within the school, senior leaders support teachers and middle leaders through a combination of CPD and modelling good practice. Where needed support programmes are used to enable a teacher to move forward in specific areas of their own practice. Leaders are able to draw upon the wider support of the MAT where needed to share good practice and learn from 'experts' in specific subjects.</p> <p>Evidence: staff surveys, staff CPD programme/log/MAT SOPs for assessment</p>
5.3	Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.	2	<p>The school has reviewed and redesigned its curriculum to ensure all pupils receive a comprehensive and broad curriculum by the time they leave year 6. Leaders support teachers in achieving this through the provision of external training (eg Babcock Teaching Sequences), medium-term planning, resources and timetabling. Leaders will monitor implementation of the curriculum and intervene if pupils do not complete</p>

			<p>aspects of the curriculum. The school is good at creating an inclusive curriculum and all pupils receive the complete programme of study.</p> <p>Evidence: learning walks, curriculum planning, IEPs, lesson observations, governor minutes and visit notes.</p>
5.4	<p>Leaders engage effectively with pupils and others in the community, including, where relevant parents, employers and local services. Engagement opportunities are focussed and have purpose.</p>	2	<p>The school leaders engage with parents and the community in a range of ways. This is regularly reviewed and improved annually based on feedback.</p> <p>Evidence: Longer parents' meetings, increased engagement with the community (eg life skills, community police officers, RETreat, Open the book, local church), parent feedback and surveys.</p>
5.5	<p>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>	2	<p>Leaders have implemented a range of initiatives to reduce staff workload where possible and encourages staff suggestions for this. For example, staff meeting time has been allocated for parents' meetings, Christmas services, creating subject leader action plans and data drops. The number of data drops have been reduced, paperwork requirements dropped, an online report system introduced with an allocated report writing day, etc. Staff feedback in surveys is very positive despite external pressures of workload.</p> <p>Evidence: Staff surveys, planning, training timetable.</p>
5.6	<p>Leaders protect staff from bullying and harassment.</p>	2	<p>Leaders are proactive in protecting staff – for example, start of the day routines have been altered to reduce early morning interruptions to learning by parents, clear guidance is given to parents on expectations in contacting teachers via school online systems, staff guidance on out of work hours contact are shared, support is given to staff by leaders in dealing with any difficult situations, external support is offered if staff need it eg OH assessments or counselling.</p> <p>Evidence: staff meeting minutes, surveys, parent guides (Dojo)</p>
5.7	<p>Those responsible for governance understand their role and carry this out effectively. Governors/Trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>	2	<p>The school's governors have been directly involved with re-defining the school's vision. Governors are proactive in supporting the school staff but also challenging and holding leaders to account over school standards. Directors within the MAT lead on the MAT overarching vision and governors ensure this is acted upon and related to the school's church vision.</p> <p>Governor visits focus on the key areas of the academy improvement plan priorities to monitor progress toward achieving these.</p>

			Evidence: LAGB minutes, governor visit notes
5.8	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.	2	Both MAT directors and LAGB governors ensure the school is compliant in fulfilling its statutory duties through a clear programme of activities minute-ed over an academic year. This is carried out through governor meetings, visits and working parties. Evidence: LAGB minutes, working party and visit notes, Director and Governor annual programmes.
5.9	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 children.	2	Safeguarding at the school is good as the school has clear systems and procedures in place, including the use of an online recording system used by all staff, which ensures the school is a safe environment for pupils. Leaders regularly assess and review the effectiveness of these procedures, adapting as necessary to reflect the changing needs of specific cohorts. Leaders emphasise with all staff that safeguarding is everyone’s responsibility. The MAT has a recruitment standard operating procedure to ensure all recruitment is carried out to meet safer recruitment procedures. Leaders are trained in safer recruitment. Evidence: MAT safeguarding officer has carried out a safeguarding audit to ensure safeguarding requirements are met An annual audit is carried out for Devon Local Authority to ensure compliance. All staff have signed new statutory documentation KCSIE Sept 20-19 and received the new safeguarding policy. Safeguarding training is planned for this term. Safeguarding is a standing agenda item in weekly staff meetings and at all governor meetings. MyConcern, Training Logs
	Areas of Strength: <ul style="list-style-type: none"> • Leaders assessment of the school’s strengths and weaknesses • Leaders actions to tackle areas of weaknesses • Leaders aspirations for the school • MAT director and LAGB support for the leadership and for the improvement of the school. 		Areas for Improvement: <ul style="list-style-type: none"> • Further engagement with parents and the local community • Governor visits with clear intent and focus linked to school improvement

Note: In order to judge whether a school is good or requires improvement, inspectors will use a “best fit” approach, relying on the professional judgement of the inspection team. (School Inspection Handbook, Sept 2019)

6. Quality of Early Years Education

- Use bullet points and plain English for impact/statements and signposting to other documents/forms of evidence. Avoid narrative.

OFSTED	* Grade: 1 = fully met; 2 = partly met; 3 = needs development; 4 = inadequate		
Good	Measure of Impact	Grade	Impact Statement and Evidence (and where it can be found)
6.1 INTENT	Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.	2	The EYFS team have adopted the new curriculum approach to support ambitious learning and the development of pupils' reading and vocabulary. The set up of the 2 EYFS groups – nursery and reception allows the needs of the youngest pupils (2 year olds) to be specifically met and for the older reception pupils to be sufficiently challenged.
6.2 INTENT	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.	2	Leaders work with the EYFS team to develop the planning so that it meets the needs of all pupils, building on their prior learning and preparing them effectively for moving into year 1.
6.3 INTENT	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 .	2	The EYFS classes are included in the whole school approach to developing pupils' vocabulary.
6.4 INTENT	School 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.	2	Leaders have introduced RWI to improve the quality and consistency of phonics teaching across the school. Early reading is focused on.
6.5 INTENT	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 .	2	All pupils are exposed to the same curriculum regardless of starting points or SEND. Where necessary, individual support might be given to support pupils who fall behind to ensure they meet the end of EYFS expectations and are year 1 ready.
6.6 IMPLEMENT	Children benefit from meaningful learning across the curriculum.	2	Continuous provision is carefully designed to meet the age-specific needs as well as make meaningful links across the curriculum.
6.7 IMPLEMENT	Staff are knowledgeable about the area 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 practice their reading from books that match their phonics knowledge .	2	School leaders are ensuring that all staff are expert in teaching phonics through modelling good teaching and expectations. Staff are being trained so that the teaching of phonics and reading is consistent for all pupils.
6.8 IMPLEMENT	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 doing so they respond and adapt their teaching as necessary.	2	Staff communicate effectively with their pupils and are beginning to use challenging vocabulary as part of the school's intent to develop all pupils' vocabulary. Staff work hard to develop pupils' speech and language in EYFS especially supporting disadvantaged or SEND pupils to reduce differences in attainment.

6.9 IMPLEMENT	Staff read to children in a way that excites and engages them , introducing new ideas, concepts and vocabulary.	2	Staff use stories to engage pupils and promote a love of reading.
6.10 IMPLEMENT	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 and children.	2	EYFS staff regularly attend whole school training as well as specific EYFS training. EYFS staff work closely with the Key Stage one staff to ensure pupils are adequately prepared for the year 1 curriculum. Leaders check through internal, MAT and external moderation that teachers' assessments of EYFS ELGs is accurate and that pupils are on track to achieve a good level of development.
6.11 IMPLEMENT	Staff create an environment that supports the intent of an ambitious coherently planned and sequenced curriculum . The resources are chosen to meet the children needs and promote learning.	2/3	Continuous provision is carefully designed to meet the age-specific needs as well as make meaningful links across the curriculum.
6.12 IMPLEMENT	The curriculum and care practices promote and support children's emotional security and development of character . Leaders and staff are particularly attentive to the youngest children's needs .	2	Pupils are observed to be confident and independent in the schools EYFS settings. The spit of the two rooms ensures teachers are able to meet the developmental needs of all the pupils and specifically the needs of the 2 year-olds.
6.13 IMPLEMENT	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.	2	The EYFS team actively promotes the schools ethos, values and are included in whole school events that are planned for the broader development of the pupils – such as healthy eating, exercising, collective worship, celebration assembly.
6.14 IMPLEMENT	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 .	2	The school reports children's progress half-termly through the 2-simple APP. There is also an annual report to report to parents end of EYFS outcomes. Teachers hold in-depth meetings to inform parents about the EYFS curriculum and how to support their pupils learning at home. Parents can contribute to their pupils' portfolios and learning journey through our online apps.
6.15 IMPACT	Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency .	2	The school's intent is for 100% of pupils to achieve this. Standards are good in the EYFS and results are broadly inline with national expectations. Where pupils have not achieved a GLD, this is due to specific and severe SEND needs (eg. Pupils with an EHCP). These pupils receive specific support to reduce the differences in their attainment.
6.16 IMPACT	Children are ready for the next stage of education, especially Year 1 in school. 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	2	EYFS staff work closely with the Key Stage one staff to ensure pupils are adequately prepared for the year 1 curriculum. Leaders check through internal, MAT and external moderation that teachers' assessments of EYFS ELGs is accurate and that pupils are on track to achieve a good level of development. The school has

	of Reception, children achieve well, particularly those children with lower starting points.		implemented a consistent approach to the teaching of reading and phonics resulting in a smooth transition into year one. The school is focussing on securing rapid progress for those pupils with lower starting points.
6.17 IMPACT	By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of education. Most children achieve the early learning goals, particularly in maths and literacy.	2	The school's provision for personal, social and physical skills for reception children is good. Children join whole school events from the start which helps to develop their confidence and social skills. Pupils in EYFS join in sporting events and teachers follow the same English and Maths programmes as KS1/2 to ensure pupils are well prepared for the next stage of their education.
6.18 IMPACT	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.	2	Staff use stories to engage pupils and promote a love of reading. The focus on vocabulary development and whole class guided reading is supporting pupils' comprehension. Recent CPD has supported teachers in improving questioning and guided reading activities. The staff have developed class reads and a voting system to encourage children's active engagement in storytime.
6.19 IMPACT	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.	2	100% of lesson observations in EYFS demonstrate pupils' engagement in learning, their good behaviour, confidence and positive relationships with staff. Staff work hard to encourage concentration and resilience and this has shown improvement as pupils are able to tackle more challenging activities and apply their learning in a range of ways.
6.20 IMPACT	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 and wrong .	2	Staff effectively use the school's vision and values to develop pupils' behaviour within EYFS. The staff use the school's behaviour policy, applied in an age appropriate way, to help pupils understand the impact of their behaviour on others. Behaviour is always observed as good in the EYFS.
			Evidence for EYFS judgements: Lesson observations, learning walks, pupil conferencing, parent feedback, planning, pupil outcomes, RWI plans, observations and assessments, EYFS vocabulary MATs
	Areas of Strength: <ul style="list-style-type: none"> • EYFS ambitions for pupils • Learning environments • Behaviour • Pupil independence and confidence 		Areas for Improvement: <ul style="list-style-type: none"> • Teaching of phonics and reading • Raise attainment of those with the lowest starting points and thus raise overall % of those reaching GLD • Ensure learning environment reflects priorities of developing reading, vocabulary and writing

Note: In order to judge whether a school is good or requires improvement, inspectors will use a "best fit" approach, relying on the professional judgement of the inspection team. (School Inspection Handbook, Sept 2019)