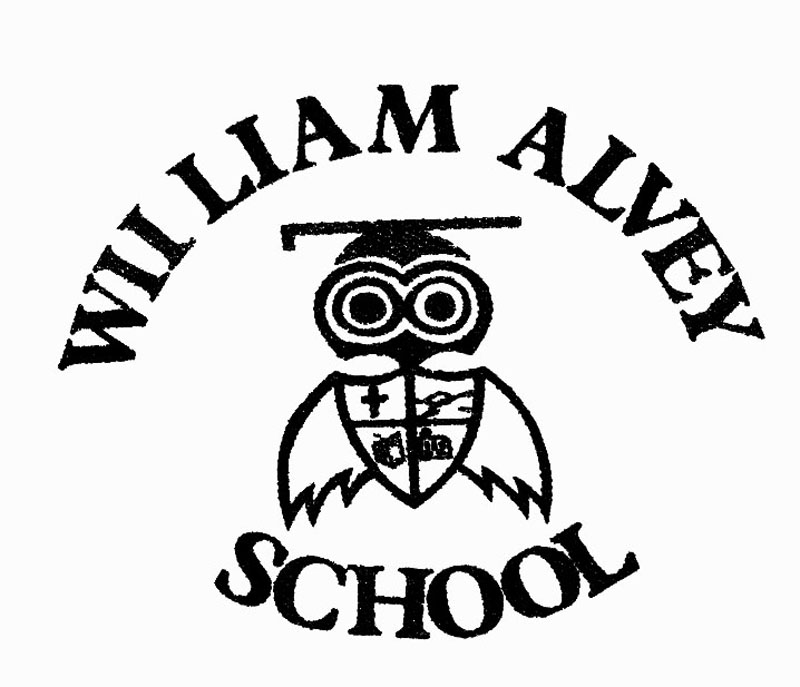
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**SEF 22-23**

**(Priorities also taken from OFSTED issues, performance analysis and stakeholder input)**

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| **About the school** | | | | |
| **General information** | | | | |
| Name of school | William Alvey School | | Headteacher | Stephen Tapley |
| DfE number | 9255203 | | Website | www.williamalvey.net |
| School type | Stand-alone Church Academy | | Email address | Stephen.Tapley@william-alvey.lincs.sch.uk |
| Name ofLA | Lincolnshire | | Telephone number | 01529 302772 |
| Address | Eastgate, Sleaford, Lincolnshire. NG347EA. | | | |
| Name of MAT | NA | | Latest Ofsted judgement outcome | Good |
| Latest Ofsted inspection date | March 2022 | | Date of self-evaluation | 2022-20223(based on 21-22 data) |
| **Contextual details** | | | | |
|  | **School 21-22** | **National 18-19** | **Contextual description** | |
| Number of pupils on roll | 650 | 282 | Until October 2011 the William Alvey School functioned as a three-form entry Church Controlled Foundation School and as such enjoyed a productive partnership with both the Diocese of Lincoln and Lincolnshire Education Authority in the guise of CfBT. However, the transfer to **Academy Status in October 2011** added a new dimension to the school’s ability to respond to need without delay and thus achieve best value. Staffing structure and class organisation (Appendix 1). In 2015-2016 on request from Lincolnshire County Council the school opened a fourth Reception class to cope with a ‘bulge’ year in the local area. The school returned to three form entry in September 2016. We are considering our status as a stand-alone Church Academy alongside the Government’s proposals for the development of MATs. The school has a deprivation index of **53 %** (IDACI). Children attending the school arrive from all quarters of Sleaford and from different wards. Housing is a mix of privately-owned accommodation, privately rented properties, LA housing and some housing association overspill accommodation. | |
| Percentage of pupils receiving FSM | 112 | 23% |
| Percentage of pupils receiving SEND support | 8.8% | 12.6% |
| Percentage of pupils with an EHC plan | 1.7% | 1.6% |
| Percentage of pupils who are part of an ethnic minority | 89 |  |
| Percentage of pupils with EAL | 57 | 21% |
| Percentage of LAC | 5 PLAC |  |
|  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Performance summary** | | | | |  |
| **EYFS** | | | | |  |
|  |  | **2017/2018** | **2018/2019** | **2021-2022** | **2022/2023** |
| **Good level of development** | School | 73.5% | 75.9% | 76.0%? |  |
| National | 71.5% | 71.8% | LA: 64.1% |  |
| **KS1 attainment** | | | | |  |
|  | | **2017/2018** | **2018/2019** | **2021-2022** | **2022/2023** |
| **Phonics screening check** | School | 86.4% | 83.3% | 84.3% |  |
| National | 82.5% | 81.9% | LA: 74% |  |
| **Reading expected standard** | School | 75% (above Lincs average) | 72.5% (above Lincs average) | 75% |  |
| National | 75.4% | 74.9% | LA: 63% |  |
| **Reading greater depth** | School | 31.7% | 28.6% | 27% |  |
| National | 25.6% | 25% | LA: 15.7% |  |
| **Writing expected standard** | School | 75.8% | 74.7% | 69% |  |
| National | 69.9% | 69.2% | LA:53% |  |
| **Writing greater depth** | School | 25% | 19.9% | 9% |  |
| National | 15.9% | 14.8% | LA: 6.4% |  |
| **Maths expected standard** | School | 80.8% | 75.8% | 74% |  |
| National | 76.1% | 75.6% | LA: 64.8% |  |
| **Maths greater depth** | School | 27.5% | 22% | 19% |  |
| National | 21.8% | 21.7% | LA: 13% |  |

**Progress**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KS1-KS2** | **School 2019** | **LA 2019** | **School 2022** | **LA 2022** |
| **Reading** | +0.01 | -0.88 | +0.47 | -0.61 |
| **Writing** | +0.34 | -0.17 | +2.05 | -0.50 |
| **Maths** | +1.59 | -0.75 | +1.07 | -0.37 |

* A score of 0 means pupils in this school on average do about as well at KS2 as those with similar prior attainment nationally.

• A positive score means pupils in this school on average do better at KS2 as those with similar prior attainment nationally.

• A negative score means pupils in this school on average do worse at KS2 as those with similar prior attainment nationally.

**Absence**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance** | **2018-2019** | | | **2019-2020** | | | **2020-2021** | | | **2021-2022** | | | |
| Authorised |  | | |  | | |  | | |  | | | |
| Unauthorised |  | | |  | | |  | | |  | | | |
| % persistent |  | | |  | | |  | | |  | | | |
| Total absence | (T1)  3.14% | (T3)  5.41% | (T5)  3.89% | (T1)  3.13% | (T3)  3.82% | (T5)  35 Keyworkers | (T1)  3.6% | (T3)  Avg 150/day | (T5)  3.65% | (T1)  4.2% | T(3)  6.6% | T(5)  5.18% |
| (T2)  4.27% | (T4)  3.39% | (T6) | (T2)  8.67% | (T4)  C-19 | (T6)  50 Keyworkers  200 ­R/Y1/Y6 | (T2)  4.63% | (T4)  3.64% | (T6) | (T2)  6.0% | T(4)  6.26% | T(6) |
| 3.71% | 4.4% | 3.89% |  |  |  |  |  |  |  |  |  |
|  | | | 96 (4%)  **Published 4.2%**  Lincs 3.9% | | |  | | |  | | | |

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| --- | --- | --- | --- | --- | --- |
| **KS2 attainment** | | | | | |
|  | | **2017/2018** | **2018/2019** | **2021/2022** | **2022/2023** |
| **Reading expected standard** | School | 85.2% | 84.3% | 80% |  |
| National | 75.2% | 73.1% | 74% |  |
| **Reading greater depth** | School | 30.7% | 33.7% | 34% |  |
| National | 28% | 27% | LA: 23.3% |  |
| **Writing expected standard** | School | 84.1% | 85.4% | 81% |  |
| National | 78.2% | 78.4% | 69% |  |
| **Writing greater depth** | School | 17% | 29.2% | 21% |  |
| National | 19.8% | 20.2% | LA: 10.2% |  |
| **Maths expected standard** | School | 86.4% | 93.3% | 78% |  |
| National | 75.5% | 78.7% | 71% |  |
| **Maths greater depth** | School | 21.6% | 37.1% | 33% |  |
| National | 23.5% | 26.7% | LA: 17.8% |  |
| **SPAG expected standard** | School | 85.2% | 88.8% | 83% |  |
| National | 77.5% | 78.0% | 72% |  |
| **SPAG greater depth** | School | 20.5% | 47.2% | 35% |  |
| National | 34.3% | 35.8% | LA: 23.7% |  |
| **RWM expected standard** | School | 75% | 79.8% | 71% |  |
| National | 64.2% | 64.8% | 59% |  |
| **RWM greater depth** | School | 6.8% | 13.5% | 14% |  |
| National | 9.8% | 10.6% | LA: 5.3% |  |

**[For the ‘Quality of education’ judgement, EYFS should self-evaluate using the ‘Quality of early education’ table at the end of this template. The ‘Behaviour and attitudes’, ‘Leadership and management’ and ‘Personal development’ judgement tables are applicable to EYFS.]**

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality of education** | | |  |
| **Ofsted grade descriptor** | **Working towards, developing, secured or exceeding (please specify)** | **Evidence** | **SDP Targets**  **Red=Winter Term**  **Orange=Spring Term**  **Green=Summer Term** |
| **Outstanding (1)** | | |  |
| * The school meets all the criteria for a good quality of education securely and consistently. |  |  |  |
| * The quality of education provided is exceptional. |  | Outcomes | See above |
| * The curriculum intent and implementation are embedded securely and consistently across the school. Teachers have a firm and common understanding of the curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. |  | New curriculum  Curriculum statement  Curriculum process (Natalie Mason/Lynsey Warrener)  Observations | Continue with curriculum plan  Phase 3 |
| * Work given to pupils, over time and across the school, consistently matches the aims of the curriculum. The work is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. |  | Long term and medium-term planning  Assessment data  Curriculum on website | Apple teacher |
| * Pupils’ work across the curriculum is consistently of a high quality. |  | Work scrutiny | Timetabled observations for subject co-ordinators |
| * Pupils consistently achieve highly, particularly the most disadvantaged pupils. Pupils with SEND achieve exceptionally well. |  | Outcomes  Provision map  Pastoral records | Focus on maths (KS2 results from highest in 2019 to lowest 2022)  22-23 Target 85-90% at NA or EXC/ABV  Review use of intervention teacher |
| **Good (2)** | | |  |
| **Intent [Criteria under the ‘intent’ section of this judgment is in a transitional period until September 2020. For these criteria, if they are not fully met, it should be clear from leaders’ actions that they are in the process of meeting the criteria – this should be outlined in the ‘Evidence’ column.]**   * The curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and those with SEND, the knowledge and cultural capital they need to succeed in life – either in accordance with the national curriculum or a curriculum of comparable breadth and ambition. | Exceeding. | Curriculum statement on website.  Curriculum workshop minutes.  New curriculum 2022 (G-drive).  Spaced/inter leaving  Opportunities with appropriate financial support (including enhanced learning beyond the classroom)  Pre-teaching  Interventions  Support  Real-life (locality link)  Skills based  Specialist out of year teaching  Maths structure (additional groups taught by additional teachers)  Life skills | Continue to review curriculum subject areas:  RE  ICT (new leader and curriculum)  Subject Powerpoints |
| * The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. |  | New curriculum structure 2022.  Long term plans  Medium term plans  Progressive  Link with secondary schools (science outreach, moderation)  Contextual learning aid (timeline/geog boards) | Subject leaders are held accountable by Governors and SMT |
| * 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. |  | TA support  Real-life (locality link)  Skills based  Specialist out of year teaching  Interventions (linked to timetable priorities)  Re-organise SEND department  Specialist Teaching  Clear intervention pathways  Catch up programme | Map out new SEND pathways  New build resources  SEND Department |
| * Pupils study the full curriculum – it is not narrowed. |  | Differentiation statement  Alvey values | Linked to Church (Bible quotes) |
| * A broad range of subjects is taught in KS2 throughout Years 3 to 6. |  | Curriculum review 2019  Long term plans |  |
| **Implementation**   * 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. |  | Preference co-ordinator  Governor responsibilities  Use of specialist co-ordinators  Where necessary CPD from outside bodies | PM target summary document including support staff  YG questionnaire (preference) |
| * 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 or individualised approaches. |  | PM  SJT observations  Book scrutiny  Moderation file | Apple classroom (SAMR model)-link to 404 training and vision  Apple teacher |
| * 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. |  | Inter leaving  Spacing  Contextual learning aids | Contextual learning tools (timelines and maps) |
| * Teachers and leaders use assessment well. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. |  | STAT Sheffield  Non-core assessment  Milestones | Non-core assessment |
| * Teachers create a pupil-focussed environment. Teachers select textbooks and other teaching materials that reflect the school’s ambitious intentions for the course of study – the way these materials are selected does not create unnecessary workload for staff. The materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. |  | Resource boxes | Library development  Books in class support topic work |
| * Pupils are given work that is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. |  | Topic books | Amend G&T policy and replace with growth mindset  Topic book scrutiny |
| * Reading is prioritised to allow pupils to access the full curriculum offer. |  | Implementation of Talk4W | Talk 4 writing resources and SM time |
| * 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. |  |  |  |
| * A sharp focus on ensuring that younger pupils gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. |  | Reading statement (website) | New leadership team in EYFS (monitor standard) |
| * Teachers ensure their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well. |  | Assemblies | Assembly council (SIAMS) |
| **Impact**   * 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. |  | Secondary ready  Outcomes  Moderation (outside agencies) | Ofsted implications  Teacher knowledge (CPD-PM) |
| * 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. |  | Secondary ready  Sharing of good practice across phases | Share school values |
| * Pupils’ work across the curriculum is of good quality. |  | Books scrutiny  Moderation  High expectations (handwriting) | Use of SAMR model |
| * Pupils read widely and often, with fluency and comprehension appropriate to their age. Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age. |  | Accelerated reader  Library development  Reading working group  Volunteer support  Maths No Problem (embedded)  TTRS  Numbot | Maths update |
| **Behaviour and attitudes** | | |  |
| **Ofsted grade descriptor** | **Working towards, developing, secured or exceeding (please specify)** | **Evidence** |  |
| **Outstanding (1)** | | |  |
| * The school meets all the criteria for good behaviour and attitudes securely and consistently. |  |  |  |
| * Behaviour and attitudes are exceptional. |  | Learning walk  Pupil interviews  OFSTED questionnaire  Classroom expectations  Public comments | Parents’ questionnaire  Children’s questionnaire |
| * Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. |  | Learning walk  CPOMS  Newsletter | Focus on use of social media |
| * Pupils consistently have highly positive attitudes and are committed to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of their peers. |  | Church ethos (website) | SIAMS preparation |
| * Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. |  | Pastoral records  CPOMS  Movement round school (doors) | Governor safeguarding monitoring  CIF safeguarding bid (CCTV) Safeguarding audit  CPOMS procedure |
| **Good (2)** | | |  |
| * 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. |  | Newsletters home  Behaviour policy | Class expectations SM  Focus on IBP (high level) and low level disruptive behaviour |
| * 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. |  | School council | Pupil interviews (Governors) |
| * 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. |  | Pastoral intervention (Laura Taylor)  Absence policy | Maintain attendance above NA |
| * 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. |  | Liaison with BOSS/Reintegration Team and LAC  Exclusion analysis  No perm exclusions |  |
| * Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. |  | Assemblies  Interview feedback (Governors) | Lunchtime (MSA) training  MSA review (LW) |
| **Personal development** | | |  |
| **Ofsted grade descriptor** | **Working towards, developing, secured or exceeding (please specify)** | **Evidence** |  |
| **Outstanding (1)** | | |  |
| * The school meets all the criteria for good in personal development securely and consistently. |  |  |  |
| * Personal development is exceptional. |  | Twitter  Facebook  Links with Church  School values  PD record (Jenny H) | Extra pastoral support |
| * The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. |  | SMSC record  Church section on school website  Music, dance and drama, art and sport section on website  Values on website  Community involvement (When in Sleaford and Project 72)  Twitter/Facebook | Share school values  ARS  William Alvey Roundel  Gregson Green  Tree project (Anti-slavery)  Twinning association Garrison School |
| * There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. |  | LAC Champion  Extra-curricular provision | Clubs aimed at all groups of children (ACDC) |
| * The school provides rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer. |  | Clubs offer  Newsletter | Map out cultural capital |
| * The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others. |  | School values (development process)  Alvey ‘ethos’  School roll (650) | Link PSHE/SRE curriculum to BV and school values |
| **Good (2)** | | |  |
| * 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. |  | SMSC records  Church website | Update SMSC ‘record’  Facebook/Twitter  Guest editors |
| * The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. |  | School values |  |
| * 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. |  | Link with Carre’s  Sporting engagement  Sports mark  Modeshift gold award  New RSE/PSHE curriculum | Additional pastoral support  Update mental health action plan |
| * 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. |  | Thank you files | New growth mindset policy |
| * 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. |  | Values up in school hall |  |
| * 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. |  | Assembly topics  School ethos  BLM resource  Inclusion books | Library development  NPQ focus (NM) |
| * 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 the Equality Act 2010 and no forms of discrimination are tolerated. |  | Church school  School values  Religious celebrations  Facebook/Twitter | Input from outside agencies (Dan S) |
| * 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. |  | School council  Equality officers (EW) |  |
| **Leadership and management** | | |  |
| **Ofsted grade descriptor** | **Working towards, developing, secured or exceeding (please specify)** | **Evidence** |  |
| **Outstanding (1)** | | |  |
| * The school meets all the criteria for good in leadership and management securely and consistently. |  |  |  |
| * Leadership and management are exceptional. |  |  |  |
| * Leaders ensure that teachers receive focussed and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. |  | Lesson monitoring, scrutiny and CPD CPD record Agreement with 404 learning | Update training plan |
| * Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. |  | Workload questionnaire and meetings | MAT consideration Manage end of four class YG Ensure recommendations in new financial handbook are adopted |
| * Staff consistently report high levels of support for well-being issues. |  |  | Update 3 year plan |
| **Good (2)** | | |  |
| * 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. |  | New curriculum | School values shared and incorporated into curriculum |
| * Leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge 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. |  | CPD record Chris Quiggley training Jane Ralph (talk for writing) training | Book outside presenters (where necessary) to address PM training needs |
| * 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. |  | Integris Exclusion records | Exclusion analysis and attendance records in HT’s report |
| * 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. |  | Open conversations | Well being survey (FGB) |
| * Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focussed and purposive. |  | Community working group  Twitter  Facebook  Newsletter  School website | Parent questionnaire |
| * Leaders protect staff from bullying and harassment. |  | Clear line management Whistleblowing policy |  |
| * 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. |  | FGB minutes  New structure | Safeguarding monitoring  Building works: mobile development |
| * 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.   + Manage safer recruitment and allegations about adults who may be a risk to pupils. |  | SCR  Safeguarding training records  Pastoral records  CPOMS | CPOMS protocol  Safeguarding audit |
| **[EYFS] Quality of early education** | | |  |
| **Ofsted grade descriptor** | **Working towards, developing, secured or exceeding (please specify)** | **Evidence** |  |
| **Outstanding (1)** | | |  |
| * The school meets all the criteria for good in the effectiveness of early years securely and consistently. |  | Attainment and achievement |  |
| * The quality of early years education provided is exceptional. |  | Monitoring reports | Forest school  Redevelop outside area |
| * The EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. |  | Monitoring reports  Nurture class | New EYFS leadership team |
| * The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. |  | Attainment and achievement results  Additional staff | Impact of nurture group and additional staff |
| * Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties. |  | SEND records  Provision maps |  |
| **Good (2)** | | |  |
| **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. |  | Policies  Long term plans  MT plans  Curriculum committee minutes  School values | List cultural capital milestones |
| * 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. |  | Chris Quiggley milestones/discussion with subject co-ordinators  Maths no problem  Renaissance | Update plans on website |
| * 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. |  | Parent meetings | Video workshops |
| * 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. |  | Website statement |  |
| * 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. |  | New curriculum provision map  SEND pathways  Approach to differentiation (see statement) |  |
| **Implementation**   * Children benefit from meaningful learning across the curriculum. |  | Topic books  Tapestry |  |
| * 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 pupils. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. |  | FS Dept. meetings |  |
| * 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. |  | Lesson observations (internal and external) |  |
| * Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. |  | Reading website |  |
| * 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. |  | CPD records | Talk for writing |
| * 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. |  | Reading website  Learning walks | Develop learning environment |
| * 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. |  | Outcomes |  |
| * 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. |  | Carre;s outreach Play equipment |  |
| * Staff provide information for parents about their child’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 child learn to read. |  | Tapestry  School reports  Class pages  YG newsletters | Website videos/worksheets |
| **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. |  | Outcomes  Book scrutiny  FS moderation  Discussions with FS Lead |  |
| * 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. |  | FS to Year 1 transition  Outcomes |  |
| * 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. |  | Outcomes |  |
| * 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. |  | Attendance in assembly  Nativity play |  |
| * 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. |  | Tapestry |  |
| * 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. |  | Buddy partners |  |