

**Nevill Road Infant School**

**Self-Evaluation**

**September 2022**

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| **School Vision & Values** |
| At Nevill Road Infant School we are driven by the desire to provide the best possible **education**, **opportunities** and **environment** for all who are part of our school.  As an infant school we are passionate about children’s **early development** and devote our time to embedding a desire for **lifelong learning**.  We ensure that all children are given **equal opportunities** and **equal access** to every aspect of the curriculum, including all activities at school.  Our school is an **inclusive** and **nurturing** environment where all **aim high**, **achieve** well and develop **self-confidence**.  **Resilience** and a **love of learning**, including **positive values** and beliefs, **cooperation** and team work, a sense of **community** and **caring** attitudes towards others underpin all our work in school.  We provide an exciting, **challenging** and **inspirational** setting where children become **independent**, **creative** thinkers who are **reflective** and always striving to **extend their learning**.  We aim to be at the forefront of educational **best practice** and our children will benefit from our desire to give them access to the latest technological and educational developments.  Through the curriculum and teaching at Nevill Road Infant School, we aim to do 🡪 M-O-R-E  **M**OTIVATEby exposing our children to a wide range of curriculum areas, building in them an enthusiasm to learn  **O**PEN MINDS by teaching within the context of our vibrant, bold topics throughout the school, our children will be immersed in a progressive and stimulating curriculum. This will be centred on the knowledge and skills embedded within the National Curriculum  **R**EACH furtherby introducing our children to a wealth of learning where they will have lots of opportunities to be challenged, supported and develop their own skills  **E**QUIP our children with the knowledge, skills and resources to allow them to challenge themselves to succeed and further educate themselves   * **‘Parents and carers are delighted with many aspects of the school’s work and would happily recommend it to others.’ – Ofsted 2022** |

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| **School Context** |
| The school is a 3 form entry Primary School in the Bramhall district of Stockport (Greater Manchester). Most of the children come from the local area and the community has a mix of privately owned, rented accommodation and social housing. Around 12% of the children live within the top 25% most deprived wards nationally. Almost all children entering the school have experienced pre-school education in the locality either at on-site Little Brown Bears (age 2), on-site Nursery or elsewhere in the locality. The school has a history of strong care and nurture and can attract children with significant social and emotional needs who are successfully integrated. On-entry assessment shows us that approximately 56% of pupils enter the Reception Year with achievement at age-related expectations with PSE broadly having a negative effect on this picture. Predictions indicate children leaving Reception will be higher than on-entry indicating good progress.  Basic characteristics of our school:   * The size of the school is larger than the average infant school including provision from aged 2 * The school deprivation indicator is not significant but masks a number of disadvantaged / advantaged inequalities * The % of girls on roll is in line with the national average and has remained stable over the past 3 years * The % of children eligible for FSM over the past 3 years is below that seen nationally * The % of children in receipt of an EHCP / Statement is low * The % attendance in 2021/2022 was 95.5 * The % persistent absence in 2021/2022 was below national averages; children at risk of repeating ‘PA status’ have been identified earlier and work begun to monitor attendance on a weekly basis.   School stability (ISDR) is better than national averages  Partnerships:  The school is part of a local cluster who work together for the betterment of the children within the community. The focus of this currently is around response to recovery learning, proposed academisation / multi-academy trusts and supporting leadership and management across all schools. The school is also a part of the local authority consortium of schools sharing a wider purpose for the educational improvement of the local region. |

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| **Progress since the last inspection (June 2022)** |
| Leaders should ensure that, in subjects in the wider curriculum, teachers are clear about the knowledge and vocabulary that pupils should learn and the order in which this content should be delivered   * Half-termly planning for all subjects introduced that contains specific information regarding knowledge, skills and vocabulary * Topic Tasters introduced to publicise within parents and in the classroom environment the key curriculum driver for the topic inclusive of key knowledge and vocabulary   Leaders should ensure that staff benefit from appropriate support to deliver new curriculums effectively   * Subject specific cpd continues to play a part of the whole-school curriculum cpd   Leaders should develop progress checking systems so that they give them an accurate understanding of how well pupils are achieving in all of the foundation subjects as they move through the school   * Assessment system for foundation subjects continues to be updated and finalised ready for implementation * Portfolio creation of what age-related expectations looks like in each subject at specific age stages |

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| **Quality of Education** | **School Grading: 2/3** |
| Teaching:   * The quality of teaching and learning is judged via formal and informal lesson observations as well as regular drop-ins by SLT. A suite of monitoring and evaluation activities was set up in September including drop-ins, formal observations, pupil voice, book scrutiny, learning walks and pupil progress meetings. * The quality of teaching in the EYFS is good, with elements of outstanding practice. The EYFS leader is strong. She is extremely knowledgeable regarding EYFS and committed to young children’s development. * Across the school, there are some outstanding teachers. Future peer-to-peer observations and developing a coaching culture of development will ensure that teaching and learning moves from good towards outstanding. * The leaders of the school have a clear rationale and expectation for teaching and learning - that is shared with all staff. The importance of children taking the lead in their learning and being independent is clear. * Low Baseline data is a clear indication of our cohort but through the rich EYFS curriculum and provision, the end of EYFS data shows rapid progress.   Curriculum:   * In September ‘21, work began on defining a curriculum that had not been agreed or finalised. The new headteacher quickly shared the strategic view of the curriculum using our ‘MORE’ statement 🡪 Motivate / Open minds / Reach further / Equip as well as ensuring that the decisions we took were based on our children and benefitting from a ‘local influence’. * Subject leaders have co-produced the curriculum content, coverage and III statements to ensure there is a streamlined progression through the school. * Key end-points have been developed to ensure we can clearly judge success against the expected standards for the end of the year in each subject. These will inform foundation subject ‘ARE’ assessment as time progresses. * All termly curriculum plans have been re-designed and stunning starts, marvellous middles and fantastic finishes introduced. * Curriculum letters have been shared with parents so they are aware what children are learning and there are practical tips on how to help at home. * Topic Tasters have been introduced that supersede the curriculum letters and focus on the curriculum drivers inclusive of key knowledge and vocabulary * The entire curriculum approach will continue to develop as subject leaders do for example; we are beginning to undertake our own ‘Curriculum Dig’ that is an evidence/data informed hypothesis (deep dive) inclusive of observation, work scrutiny, pupil voice and judging outcomes. * ***‘Pupils learn subjects that they find interesting and fun.’ – Ofsted 2022***   Intent (rationale / ambition / concepts):  The intent behind our curriculum is based on the following:  **Nurture**  We want all of the children to be cared for, to be supported and guided on their journey through school. All of the adults here understand that we need to nurture talents, abilities and the sense of self so that the children can succeed and reach their potential.  **Enjoyment**  Learning should be fun. We want all of our children to enjoy their learning, get excited by new skills, motivated by new knowledge and to have a memorable experience.  **Voice**  Having a say is so important. We want all of our children, parents and staff to have their say in how we all work together. Nevill Road Infant School is a family and we have an important partnership to develop so that we can all be as successful as possible.  **Inclusion**  Being part of our Nevill Road Infant School family means you have a membership for life. Regardless of any difference, everyone is welcome here. We will all work hard to break down any barriers, ensure everyone feels included and enjoys a sense of equality.  **Love of Learning**  We want our children and our teachers to love learning. Through facilitating memorable and exciting learning we always aim to provide ‘more’ for the children so they are motivated to succeed and empowered to further educate themselves.  **Resilience**  Never giving up is a key skill in being successful; we try new things, new ways of learning and develop a feeling of bravery when faced with challenges. The mistakes we make and what we learn from them help us to be stronger.  **Discovery**  Learning at Nevill Road Infant School is all about discovery. Finding out new knowledge, investigating problems and puzzles, inquiring and using our skills is central to our curriculum, the way we teach and the way we learn.  We are ambitious in our plans ensuring that curriculum planning and delivery is progressive in knowledge and skill, and thematic either in each half or full term. In the next academic year we will be focusing on how we can achieve this more via retrieval practice, growth mind-set and the use of knowledge mats  Implement (subject leadership / subject knowledge / equitable delivery / planning for progression / breadth & depth / assessment):   * The reading leader is an experienced and knowledgeable member of staff. Reading is viewed as an essential, driven journey throughout the school. Alongside development of reading skill through book bands, monster phonics, high quality guided reading, parental partnerships we also aim to develop a love of reading. This is achieved through celebrated authors and books, recommended reads at each developmental stage, events such World Book Day, poetry learning, reading aloud and encouraging parents to donate books that were their favourites at school. The English curriculum has been created by basing all work on high-quality key texts that allow for immersion and act as a springboard into writing. All of the English curriculum is developmental and progressive with clear end-points at every stage of the school. Handwriting and letter formation will be an improvement part of next academic year. * ***‘Leaders have ensured that teaching pupils to become confident and fluent readers is a priority at the school.’ – Ofsted 2022*** * The writing leader is an experienced and knowledgeable member of staff. Writing is viewed as an essential, driven journey throughout the school and the newly developed ‘Writing umbrella’ details our considered approach which is now being embedded. We have introduced a process of: Motivating Moments / We are Writers / We are Editors / We are Publishers. Alongside development of writing skills through specific teaching, non-negotiables, high quality guided writing and parental partnerships we also engender a sense of enjoyment through ensuring writing has a clear discernible purpose i.e. writing persuasive letters to the local garden centre. The English curriculum has been created by basing all work on high-quality key texts that allow for immersion and act as a springboard into writing. All of the English curriculum is developmental and progressive with clear end-points at every stage of the school. Cursive handwriting and letter formation has recently been introduced throughout the school. * The maths leader is an experienced and knowledgeable member of staff. Maths is viewed as an essential, driven journey throughout the school. The school has touched on elements of Maths Mastery however, a ‘step-back’ has been needed. The ‘Maths Umbrella’ has been developed to detail each element of maths progression including: progression in calculation methods, use of models and images, language, reasoning etc. and is now being embedded. * The learning environment continues to be a work in progress and forms part of the school improvement plans for the academic year 22/23. Learning walls have been introduced as part of our approach that encourages teaching and learning interaction and dynamic immersion. Learning environments have been audited as being purposeful, balanced in terms of celebration and information and have been seen to be inviting, safe and learning-focused. New display boards in the main corridor add to our approach of celebrating children’s outcomes and the continuing notion of ‘children as publishers’ * Termly Topics that are thematic in origin and designed to be motivating to both teachers and children have been implemented. These are shared termly with parents through Topic Tasters, displayed in the school hall, supported through stunning starts/marvellous middles/ fantastic finishes and planned to ensure the children receive a holistic and joined up curriculum learning experience. * Termly Theme Weeks have been introduced to broaden and enrich the curriculum experience for all children. In the Autumn term the children chose ‘Magic’ as their theme, in Spring the staff chose ‘My Beautiful Mind’. The Summer term theme week will be chosen by the parents and this cycle will continue.   Impact (attitudes & behaviours / academic outcomes):   * A new assessment system was introduced in September 2021 as the school had no consistent system or approach in place. This ensures teachers are assessing children on an ongoing basis for reading, writing and maths. Data analysis and rigorous action planning takes place termly. * Termly data analysis is shared with governors who are now beginning to develop their interrogative role. * Termly pupil progress meetings have been introduced for all teachers ensuring a professional accountability conversation is held. Teachers are keen to impress the determination for every child to succeed and this process allows us to fine-tune actions to bring about improved progress and achievement and access bespoke support mechanisms. * ***‘The needs of pupils with SEND, including those in the early years, are identified quickly. They learn alongside their friends and benefit from additional support and extra resources.’ – Ofsted 2022*** * We are trialling ways of assessing the wider curriculum through using key assessment end-points in all foundation subjects. The endpoints are an integral element of our curriculum content and ensure teachers have a clear idea of subject achievement, which is subsequently reported to parents annually. * As the curriculum has now been fully finalised, the key-end points can be utilised to provide an indication of expectation for each subject thus, the foundation subject assessment tool can be fully implemented. * Parents receive a termly update using a Report format that indicates progress in core areas of learning as well as targets for the immediate future. * Children in receipt of Pupil Premium funding represents a small percentage of the overall school cohort (10%). A new PP strategy has been introduced inclusive of individualised action plans that target specific achievements including for those children who may be more able. The plans are further developed through RAG-rating 10 As (Attendance / Attitudes / Assumptions / Additional / Avid Reader / Attachment / Acquisition / Aspiration / Advice / Acceptance) * The new gifted, talented, more able (GTMA) approach has been introduced, underpinned by individualised ‘enrichment plans’. The use of chilli-challenges has ensured children are further challenged within learning activities throughout the school and the development of a stringer learning dialogue is growing. * The parent survey took place in Summer 2022 (%agree / strongly agree):  1. My child is happy at this school 100% 2. My child feels safe at this school 99% 3. The school makes sure its pupils are well behaved 96% 4. The school makes me aware of what my child will learn during the year 97% 5. When I have raised concerns with the school they have been dealt with properly 98% 6. My child has SEND, and the school gives them the support they need to succeed 98% 7. The school has high expectations for my child 97% 8. My child does well at this school 100% 9. The school lets me know how my child is doing 99% 10. There is a good range of subjects available to my child at this school 95% 11. The school supports my child’s wider professional development 97% 12. I would recommend this school to another parent 98%   Cultural Capital is developed through:   * Exposure to a broad and balanced curriculum inclusive of the arts * Promotion of character strengths and qualities within the school vision, curriculum drivers and rationale and in the way the curriculum has been shaped. This is underpinned through the school-wide ‘My Happy Mind’ initiative. * Developing an ambition to create well-rounded, global citizens * The wider curriculum inclusive of trips, visitors, additional experiences such as working with Paralympians and developing the outdoor landscape as a provision for additional education * Inclusion of a strong sense of ‘continuous provision’ throughout the school enabling children to self-choose their learning journey through a wide range of national curriculum and other activities | |

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| **Leadership & Management** | **School Grading: 2** |
| * The new Headteacher has been in post since September 2021 and has quickly established a culture of very high expectations. * ***‘The recently appointed headteacher has quickly gained a secure understanding of what the school does well and the improvements that must be made to the quality of education. Since his appointment, some progress has already been made in a number of areas.’ – Ofsted 2022*** * During the pandemic the leadership ensured the strategy for leading the school and the expectation that every child engaged in school work, was excellent. The determination of the team ensured that engagement in school work and the quality of work was monitored, challenged and developed over the numerous lockdowns. Although the leadership team have identified curriculum gaps, they are determined to close these gaps and ensure every child leaves the school well prepared for their next stage. * Distributed leadership is growing and being strengthened through ensuring that subject leadership is a strong theme running through school improvement planning. There has been additional training provided internally and externally and the new Subject Leader Toolkit guides these leaders through the annual process. Subject leaders are beginning to undertake monitoring and evaluation activities and formulating action plans as a result. They are strengthening their links with governors as well as providing presentations to them to ensure they fully understand what occurs in school. * The leaders and governors track the progress of groups of pupils rigorously through new termly data analysis. This allows for scrutiny of all pupil groups including by gender, disadvantage, ability and other protected characteristics. New PPAMs are now being led by the teachers to ensure they fully understand the strengths and next steps for individual children and a collective and ambitious response to provision can be secured. * There is a shared ambition for ensuring the progress for disadvantaged pupils is central in much of the work of the school. A carefully planned strategy for advancing the attainment, self-esteem and progress of these children is now in place. Individualised plans have been introduced for disadvantaged children, inclusive of effective target setting, that ensure the provision is targeted, having an impact and regularly reviewed. * Staff development & CPD has a great importance placed upon it. A renewed approach has been taken that indelibly links with school improvement and performance management. There is engagement in local and wider networks, online training, attendance at events and personal research shared widely with staff. Professional development is now recorded for impact and discussion of how key points and learning can be disseminated more widely. * Staff Survey took place in the Summer term 2022:  1. I’m proud to be a member of staff at this school 96% 2. Pupils are safe at this school 96% 3. Staff consistently manage the behaviour of pupils well. 79% 4. Pupils’ behaviour is at least good in this school 96% 5. Leaders support staff well in managing behaviour 71% 6. The school deals with any cases of bullying of pupils effectively 89% 7. Leaders use professional development to encourage, challenge and support teachers’ improvement 79% 8. Leaders do all they can to ensure the school has a motivated, respected and effective staff team 71% 9. Our school has a culture that encourages calm and orderly conduct and is aspirational for all pupils 89% 10. Our school challenges all pupils to make at least good progress 96% 11. Our school is well led and managed 96% 12. Leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff 82% 13. I feel well supported working here 89% 14. All staff are treated fairly and with respect at this school 93% 15. Leaders and managers are considerate of my wellbeing 86% 16. I would recommend our school as a great place to work 86%  * Governors are a passionate group who are keen to see the school succeed. They are eager to understand the school, have a clear picture of strengths and development areas and are resolute in offering their support and challenge. Historically, Governors have not always been afforded the opportunities to support and challenge the school as they should and have wished to. Since September 2021, Governors have been included at every developmental step, being involved with school improvement planning, receiving detailed termly HT reports, receiving termly data analysis packs, being invited in to school to take part, meetings with subject leaders (where permitted), receiving presentations from subject leaders, having access to any and all documentation. They have accessed training and development opportunities and very much now working with the senior leadership team. This relationship is in its infancy but will continue to develop for example, a new governor meeting structure has been introduced that ensures more governors are knowledgeable about the school, questioning is being modelled and they are provided with clearly defined roles. * ***‘Members of the governing body are now asking leaders deeper and more probing questions about all aspects of the school’s work, including the quality of education’ – Ofsted 2022*** * Through lesson monitoring, the Head and senior team have judged teaching to be at 100% good or better (Spring 2022) an increase of over 30% in Autumn term 2021. This has been ratified externally through the use of a local authority adviser. * Coaching and mentoring is in place for those teachers / lesson that have been judged as in need of continuous further development. * The Headteacher has been determined to improve teaching and ensure the children get the best possible. The school is aiming for all teachers to continue to be graded good or better in each round of lesson monitoring as well as developing a coaching program for ‘Good to Outstanding’ The role of teaching assistants is a focus for 22/23 and a week-long suite of cpd took place in early Autumn. * We have ensured the school prepares pupils positively for life in modern Britain. This includes celebrating and participating in key national and local events such as Children in Need and Comic Relief while also embracing our local community through support for the local Foodbank. We promote the fundamental British values of democracy and the rule of law by having clear behaviour strategies and school rules. We also promote individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, by our inclusive culture demonstrated through topic work and focus events (International Day of Peace, Black History month, Chinese New Year) * All pupils are known as individuals from the time they start in the Reception Year. Before starting school, information about the pupils is gathered from families and pre-school settings. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are identified promptly. Staff make sure they give them the extra support they need to learn alongside their classmates. Leaders ensure that these pupils benefit fully from the wider opportunities organized by the school, including out-of-school activities. * The schools systems for safeguarding are strong and the team ensure all children are supported, kept safe and included. There is a no tolerance policy for racism and bullying behaviours. This was a key focus through the pandemic and lockdowns and central in the work of the school during this time and since. * The financial situation in September 21 was a concern with a predicted and significant deficit situation by the end of the financial year. Through working alongside governors and the local authority finance department, key strategic financial decisions have been taken to ensure that the school finances are now in a very ‘healthy’ position. | |

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| **Behaviour & Attitudes** | **School Grading: 2** |
| * Behaviour policy and behaviour management systems have been reviewed and updated ensuring the systems in place are consistent, are continuing to be embedded and there are many cases where the school can demonstrate outstanding practice in behaviour management. There are a few children who present with challenging behaviours; these are managed expertly through consistent policy application and working in tandem with external behaviour support services. * Parents and children are positive about behaviour in the school. * Safeguarding ethos, including recruitment of staff, is rigorous. The robust usage of the CPOMS system and the training of staff ensures that children are safe. The annual safeguarding training is a key part of our INSET in September each year. Any adults coming into regular contact with children also receive safeguarding training. Safeguarding was a key focus for our team through the pandemic – when we ensured every family was contacted regularly and places offered in school for our most vulnerable families. * E-safety protocols and curriculum is well established and the school is confident to deal with E safety issues when they arise. * School council is being established across the whole school and the children have benefitted from a formal process of election reinforcing the notion of democracy. Pupil voice has been developed significantly over the past 2 terms– pupils are confident learners and enjoy shaping their own curriculum. * Attendance remains a focus however, regular monitoring is showing this an improving picture (95.6% March 22). Vulnerable group analysis is undertaken 🡪 PP children attendance is low (92.4% March 22) but of the 28 PP children only 6 are negatively affecting it. New systems have been embedded to RAG rate termly attendance registers sent to parents and engage them with our learning mentor for support. * Attendance is reported to governors on a termly basis. * There have been no exclusions at the school for the last few years. We are reluctant to exclude, as often this may mean returning children to a home which maybe not as safe as school. * The pupil survey took place in March 2022:  1. I enjoy coming to school 89% 2. I enjoy learning at school 89% 3. I feel safe when I am at school 91% 4. I feel proud of our school 90% 5. The adults and pupils in our school treat each other with respect 91% 6. Children in our school behave well in class 86% 7. Our school helps me to get along with others 85% 8. I think the adults in charge of our school do a good job 95% 9. I would recommend our school to another child 91%  * ***‘Pupils and children behave well in class and around the school. This makes the school a calm and happy place for pupils to learn. Pupils genuinely care about each other and they form trusting friendships across different year groups.’ – Ofsted 2022*** * ***‘The inspector observed pupils, including children in the early years and two-year-old provision, with happy, smiling faces clearly enjoying their learning.’ – Ofsted 2022*** | |

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| **Personal Development** | **School Grading: 2** |
| * As a school with a tight community we work closely together to ensure the culture of the school reflects our community. * We are developing a curriculum that is based in learning from the local area and using local resources where we can. * Our community has a range of cultures and many of our children speak different languages at home. We believe that this enriches our school and we celebrate our diversity. Although we follow a traditional Christian approach to our spiritual development by celebrating Christian festivals, we are mindful of the other religions and welcome any adjustments we can make to include all children in the celebration. * Through our rich curriculum we ensure that we follow the guidance of the Fundamental British Values. This is very clear in our History curriculum, where we study key world and British events and learn about key famous people through time. Although this is worldwide – our main focus is on British history. * We are passionate about our children having a healthy attitude towards their bodies – through healthy eating and exercise. We have engaged with the local Dental Hygiene Team, who have carried out whole school sessions to promote positive attitudes towards dental hygiene. * Equality and diversity training has taken place (Nov ‘21) as part of whole school cpd as well as developing the PSHE curriculum to reflect our community. The equality information and objectives were co-produced and shared widely. In EYFS, equality and diversity is carefully threaded throughout everyday practice and circle times. As PSHE is a prime area of learning in the EYFS framework, it is a highly valued curriculum area, and such practice begins when children join us in Little Bears. * The Spring Term theme week focused on ‘My Beautiful Mind’ as a springboard to introducing children to becoming more in-tune with how they think, how they feel and how they can self-regulate. This will be further developed from September with the adoption of My Happy Mind programme. | |

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| **Pupil Outcomes** | **School Grading: 2** |
| IDSR: the most recent IDSR indicates no significance  Internal Data: Summer term internal data for Reception to Y2 shows an average of 77% attainment at or above ARE in Reading (an increase of 10% since Spring) / 69% attainment at or above ARE in Writing (an increase of 3% since Spring) / 76% attainment at or above ARE in Maths (an increase of 7% since Spring). Progress is good with the vast majority of children across the school making good or better progress from their starting points🡪 Reception 84% / Year1 85% / Year2 78%  Y2:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Reading EXP  (GDS in Bracket) | Writing EXP  (GDS in Bracket) | Maths EXP  (GDS in Bracket) | Combined RWM EXP  (GDS in Bracket) | | 2019 | 85.4 (28.1) | 79.8 (16.9) | 88.8 (30.3) | 77.5 (14.6) | | 2020 |  |  |  |  | | 2021 |  |  |  |  | | 2022 | 75.3 | 69.1 | 80 | 66.7 |   Phonics:   |  |  |  | | --- | --- | --- | |  | Year 1 WA | Year 2 WA | | 2019 | 85 | 83 | | 2020 |  | 89 | | 2021 | 89.7 | 93 (Nov ’21) | | 2022 | 80.5 | 95 |   EYFS:   |  |  | | --- | --- | |  | GLD | | 2019 |  | | 2020 |  | | 2021 |  | | 2022 | 79 |   2022 brief commentary:   * Y2 reading 8.4% **above** national / 7.7% **above** LA * Y2 writing 11.4% **above** national and LA * Y2 maths 8.8% **above** national / 7.9% **above** LA * Y1 Phonics 6.1% **above** national / 4.7% **above** LA * YR GLD 13.4% **above** national / 13% **above** LA | |

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| **Effectiveness of EYFS Provision** | **School Grading: 2** |
| * The EYFS leader has expert EYFS knowledge and is determined that our EYFS curriculum is rich and of the highest quality. Excellent EYFS reports are produced each year that clearly demonstrate the progress of our children. The monitoring, challenge and support for the team from the EYFS leaders is a strength of the school. * The EYFS team liaise well with pre-schools, parents and careers through visits to nurseries and visits to the school. The open-door approach, transition arrangements, key person system in Little Bears and Nursery, and gradual admission process supports our parents and helps the children settle with ease. * The use of Seesaw as a communication tool supports parental engagement and creates opportunity to foster the parents as partners principle of the EYFS framework.   EYFS Curriculum:  Intent (rationale / ambition / concepts):   * The curriculum is well planned and adapts year on year to reflect the cohort and interests of the children. * Thematic approaches have been taken to reflect the local community, engender a sense of motivation and respond to the needs of the cohort. * Formative baseline assessments were carried out to determine starting points for each child, class, and cohort. This information was used to design the curriculum, which ensured stretch and challenge for all children.   Implementation (subject leadership / subject knowledge / equitable delivery / planning for progression / breadth & depth / assessment):   * Early reading and phonics is a central part of the daily diet for our EYFS children. The curriculum is led by a range of quality texts. * Independence for the children in their learning is key. There is a large EYFS space and children have a free choice of whether to work inside or out. * Timetables, interventions, and ability groups are evaluated every half term, and amended to meet the needs of the children. This supports continued progress throughout the year, and maximises the opportunity for children to make accelerated progress. * In EYFS, children are assessed on an ongoing basis, using both formative and summative assessment methods. Teachers spend timetabled, quality time working with the children to build a holistic picture of every child, and to understand and ultimately plan for their next steps to support progression. * The EYFS leader attends termly leadership network meetings which supports subject knowledge and maintains knowledge of statutory information on both a local and national level. This is then shared with the whole of the EYFS team. * The EYFS leader has also be selected to be one of the local authority assessment cluster leaders for Stockport, which involves the moderation of end of reception year data. This supports the accuracy of the judgements made by our reception team at the end of the academic year, and filters through into our assessment processes for Little Brown Bears and Nursery.   Impact (attitudes & behaviours / academic outcomes):   * GLD has been in line with or above national figures for a number of years. It is generally improving or being maintained year on year – and this remains a focus. There are clearly some children in the cohort who are very able and ready to move forward with their learning. The new baseline in 2021 has provided a clear picture of the gaps in preschool learning and we will plan from this starting point. * Progress in EYFS is good as many children start school below expected level but leave either at expected level or with clear progress towards it. * New tools have been introduced for tracking and monitoring achievements at all stages of development in all areas – these are key planning, teaching and intervention procedures that ensure the children continue a smooth educational journey throughout the EY department. * In EYFS, a new assessment system and approach has been introduced and is being used widely which assesses children on an ongoing basis for all 7 areas of learning. * Lesson observations, informal drop-ins, and pupil voice demonstrate that children have and continue to build on their love of learning. They show positive attitudes, and good behaviour for learning. * Teachers focus on the characteristics of effective teaching and learning when planning their curriculum. This is evident by the enhancements / challenges in continuous provision, which are adapted to meet the needs of the children.   Cultural Capital is developed through:   * Exposure to a broad and balanced early years curriculum inclusive of the arts and aligned with the new national expectations * Promotion of character strengths and qualities within the school vision, EY curriculum drivers and rationale and in the way the EY curriculum has been shaped * Developing an ambition to create well-rounded, global citizens * The wider curriculum inclusive of trips, visitors, additional experiences such as working with Paralympians and artists and developing the outdoor landscape as a provision for additional education * Inclusion of a strong sense of ‘continuous provision’ throughout the school enabling children to self-choose their learning journey through a wide range of EY curriculum and other activities | |