



## CAMROSE PROMARY SCHOOL WITH NURSERY

### SCHOOL SELF EVALUATION

2022-2023

Updated: March 2023



#### School Context

Camrose is a two form entry primary school with a nursery based in Harrow, but borders two other authorities, Barnet and Brent. We serve a diverse area with our pupils mainly drawn from the wards of Queensbury and Edgware in Harrow.

#### Demographic profile of the school

Camrose is a hugely diverse school with 86% of pupils from ethnic minority groups. There are 16 different languages spoken by our children. 53% of our pupils are classified as 'other white background', mainly from Romania, Poland and other Eastern European countries. 13% of pupils are classified as 'any other Asian background.'

#### Distinctive features

- We have a nursery.
- The school is under a PFI.
- We share a site with Woodlands special Needs School; shared building.

#### Characteristics

The number of pupils identified with SEND is lower than found in most primary schools at 10%.

18% of SEND pupils have an EHCP.

The number of children eligible for free school meals is in line with the national average at 24%.

86% of pupils have English as an additional language; above national average.

School deprivation indicator (2019), shows Camrose to be slightly below national average

Stability is below the national average, at 78%.

Attendance is in line with national average. Persistent absence for 2020-21 was at 3.37%; an increase of 1.65% when compared to the previous year.

	2021-22	2020-21	2018-19	2017-18	2016-17	2015-16	2014-2015
Attendance	94.0%	95.4%	95.8%	96.31	96.51	96.49	95.73

The majority of our families are very supportive of their children and the school. However, many have additional language needs and find it difficult to help their children with school work. This adds further challenge to Parental Engagement. The school has worked very hard to address this through the offer of parent workshops, homework clubs and our Parent Educating Parents (PEP) team who support parents and deliver information using home language as well as support initial EAL pupils in class. To strengthen the level of parental support we have introduced ESOL classes that run three afternoons a week on site; working alongside

Stanmore College to deliver these. In addition, we use parent mail and a texting service which has helped to support and improve parent communication. This includes translated information to ensure parents are kept informed and not disadvantaged due to language barriers.

#### **Staff and staffing profile including leadership structure**

- We have 57 staff at the school.
- 2022 has seen a higher than usual level of staff mobility including:
  - The resignation of four teachers
  - The retirement of the Deputy Head
  - The resignation of three members of support staff
- The new Deputy Head is leading Early Reading and Safeguarding.
- Our Learning Mentor is a qualified counsellor; having completed the two year training in December 2021

#### **We are proud of:**

- The very good progress our pupils make from their lower than average starting point when they join us. 2022 progress for reading was +2.39 above NCER National, for writing it was in line with NCER National and math was +5.39 above NCER national for KS2.
- The strong learning ethos throughout the school. All visitors comment on the outstanding behaviour for learning across the entire school and how polite and conscientious our pupils are.
- Our dedicated staff, who consistently work above and beyond what is expected; running breakfast, lunchtime and after school activities for pupils and parents, organising and running fun events such as termly 'Creative Days' and 'Sports Week' for pupils, parents and staff ensuring our pupils obtain the best possible outcomes.
- June 2021 we were reaccredited with the Best Practice for Teaching Assistants (BPTAA) Award.
- In 2016, we were named a Centre for Excellence for Inclusion; in April 2019 we achieved the additional accolade of Flag Ship status, this has been maintained annually to date.
- In September 2019, we were reaccredited with the Leading Parent Partnership Award.
- December 2019, we achieved the Well Being Award.
- In June 2019, we achieved the Healthy School Award (Gold standard)
- In February 2022 we were reaccredited with the Jig Saw Flagship status for PSHE for the third year running.

<b>Progress against previous inspection</b>	
<b>Areas to improve</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Improve the quality of teaching and learning in the early years, and so raise children's achievement, by ensuring that:               <ul style="list-style-type: none"> <li>❖ Teachers present children with opportunities to write independently in the Reception Year</li> <li>❖ Teachers plan activities that children's progression in mathematics, particularly for the most able.</li> </ul> </li> </ul>	<p>Since 2018 we have introduced 'writing on the move' which encourages pupils, particularly boys, to write inside and outside as well as independent writing. Phonics table inside to provide opportunities for pupils to apply new learning. New decodable books purchased and in use</p> <p>New outdoor resources to encourage reading, writing and math. Children are writing independently within free flow sessions. GLD in writing consistently at or above National. We have ensured all lessons include challenge. Renewed curriculum to reflect 2021 guidance</p> <p>Reviewed phonics plans and up-dated this to ensure using DfE validated teaching programme.</p>

<ul style="list-style-type: none"> <li>Improve the quality of leadership and management by ensuring that middle leaders raise standards in subjects across the curriculum, while also extending pupils' literacy and numeracy skills.</li> </ul>	<p>All subject Leaders receive ongoing training including monitoring for whole school progression.</p> <p>A new curriculum has been developed by each subject leader ensuring that they have good knowledge of what is being taught across the school.</p> <p>An English and Math were appointed (January 2021)</p>
<p align="center"><b>School improvement priorities</b></p>	
<ul style="list-style-type: none"> <li>Effective teaching and learning across the wider curriculum leads to pupils developing the skills and knowledge needed to ensure pupils are equipped for later life.</li> <li>A continued focus on developing early reading, phonics and comprehension skills to secure a strong foundation for future learning.</li> <li>Restructuring and development of the middle and senior leadership in light of staff leaving</li> <li>Continue to develop the wider curriculum so pupils develop a deeper understanding within subjects</li> <li>To ensure 'catch-up' continues particularly for those pupils entering KS2.</li> </ul>	

<p align="center"><b>Quality of education</b></p>
<p><b><u>Intent</u></b></p> <p>At Camrose our vision for the curriculum is to develop confident, independent and resilient pupils who display high levels of maturity and exceptional standards of behaviour and are prepared for life beyond school. We achieve this through delivering a motivational, dynamic and engaging curriculum that broadens children's curiosity and nurtures pupils' unique talents and abilities.</p> <p>We have a curriculum that is ambitious and designed to give our pupils, particularly our disadvantaged pupils and those pupils with SEND, the knowledge and cultural capital they need to succeed in life. The curriculum is not only carefully targeted to meet the needs of our children but also to reflect the context of our local community. It progressively builds on skills, knowledge and conceptual understanding year on year, including those within the English and Math curriculum, is effectively delivered by all staff.</p> <p>Our newly revised RSE curriculum is in place and is reflective of real-life issues with a balance of skills, knowledge and personal attribute development. Through continuous dialogue with parents, staff, governors and pupils we have ensured that it is tailored to the needs of our pupils.</p> <p>We are continually monitoring the effectiveness of our wider curriculum to ensure that the rationale and aims are clear, shared across the school and fully understood by all. Subject Leaders have full awareness and up-to-date knowledge of curriculum developments, changes and opportunities in their subject area.</p> <p>Our curriculum design, using the 2014 NC framework, reflects our ambitious school vision and gives children real opportunities to develop key social skills, to understand the difference between right and wrong, to explore their own spirituality, show respect, celebrate difference and diversity and understand the values that underpin a democratic society.</p>
<p><b><u>Implementation</u></b></p> <p>Our curriculum is taught through a subject based approach with clear cross curricular links; prioritising reading to ensure pupils can access the wider curriculum. Through clearly defined end points the curriculum builds upon the skills and knowledge needed to ensure pupils are equipped for later life. This includes a sharp focus on developing early reading, phonics and comprehension skills to secure a strong foundation for future learning.</p>

Subject Leaders monitor teaching and learning, across the school, for their subject area each term. Our Leaders of Learning rigorously monitor the impact of Subject Leaders, offering support as well as challenge when needed. This ensures middle leadership is highly effective in ensuring the best outcomes for all pupils.

Leaders at all levels, including governors, regularly review and quality assure all subjects to ensure that they are being implemented at a high standard. This is achieved through observations, discussions, planning and book reviews as well as through the analysis of termly assessment data.

We are committed to continuous high quality staff CPD; developing staff knowledge, expertise and practical skill which reflect the high expectations leaders have of all staff. This pertains to all support staff to ensure that they make a significant contribution to children's learning by offering high quality intervention and support.

Teachers have high expectations; making use of accurate tracking and assessment systems that allow them to pinpoint what the children need to do next to move their learning on.

Assessment for Learning is used effectively across the curriculum to check understanding, inform teaching and help pupils embed knowledge. Termly team meetings ensure that teachers are held to account for the progress their children make and to ensure appropriate support and intervention is identified for any child not making expected progress including disadvantaged and SEND children.

### Covid-19:

The impact of school closure, as a result of the pandemic, has been significant with pupils, on average, being about two terms below the expected standard. September 2020, when 'normal' school resumed, initial assessments were completed to accurately identify the attainment gap for all pupils. This information was used to target missed learning resulting in the attainment gap narrowing by about a term by July 2021.

We achieved this by introducing targeted catch up support both within the school day and outside of school hours that was led by teachers that focused upon both the core and wider curriculum. During this time the collection of data was increased to half termly to ensure a timely response to the gaps in learning.

### Impact

#### Year group tracking of attainment

Below shows the attainment gap, at key points throughout the academic year, and the corresponding attainment gap for pupils attending camrose since September 2020.

Year	Subject	Mar 20	Sept 20	Attainment Gap from expected standard	July 21 Excluding new arrivals.	Attainment Gap from expected standard	July 22 Excluding new arrivals.	Attainment Gap from expected standard	Catch up Since Sept 2020
2 (38)	Math	14.14	14.21	Almost 2 terms	18.02	A term below	21.21	Less than a term below	Gap narrowed by over a term
	Reading	14.05	14.05	2 terms below	17.72	Just over a term below	21.00	A term below	Gap narrowed by a term
	Writing	14.14	14.05	2 terms below	17.28	A term and a half below	20.82	Just over a term below	Gap narrowed by a term
3 (41)	Math	18.00	18.09	1 term below	21.55	Half a term	25.07	At expected	Gap narrowed

						below			by a term
		Reading	18.02	18.02	1 term below	21.27	Just over a term and a half below	24.93	At expected Gap narrowed by a term
		Writing	17.93	17.95	1 term below	21.16	Just under a term below	24.59	Just under half a term below Gap narrowed by half a term
	4 (42)	Math	20.83	20.00	2 terms below	23.79	Just over a term below	27.24	Less than a term below Gap narrowed by over a term
		Reading	20.92	19.98	2 terms below	23.88	Just over a term below	27.21	Less than a term below Gap narrowed by over a term
		Writing	20.77	19.84	2 terms below	23.83	Just over a term below	27.29	Just over half a term below Gap narrowed by a term and a half
	5 (42)	Math	23.00	23.58	A term and a half below	26.88	Just over a term below	30.71	Less than half a term below Gap narrowed by a term
		Reading	23.68	23.22	Almost 2 terms below	27.06	1 term below	30.50	Half a term below Gap narrowed a term and a half
		Writing	23.00	23.12	2 terms below	26.73	Just under a term and a half below	30.50	Half a term below Gap narrowed a term and a half
	6 (50)	Math	26.45	26.23	Almost 2 terms	30.45	Half a term below	34.14	At expected Gap narrowed 2 terms
		Reading	26.11	25.98	2 terms below	30.07	A term below	33.90	At expected Gap narrowed 2 terms
		Writing	26.05	25.71	Just over 2 terms below	29.98	1 term below	33.54	Half a term below Gap narrowed by a term and a half

- Overall, catch-up has resulted in the attainment gap closing for all pupils across all core subject areas.
- The gap has not completely closed yet – it remains, on average, between half a term and a term.

#### **By the end of EYFS: July 2022 (teacher assessment)**

- GLD has caught up when compared to previous years; the proportions of children reaching GLD is at 85% (2022) which is in line with 2019.
- 80% of pupils in The Specific Area of Reading and Writing strands are working at 40-60mths or above; in line with the % when compared to 2019.
- In Mathematics 'most' children are working in the 40-60mths band or above in Number and Shape, Space and Measures (83%) strands. Again in line with 2019 results.
- The % of Girl's attaining the expected standard is slightly above that of Boys in all areas.
- The % of Summer born children attaining 'GLD' in all areas of learning is below the cohort as a whole.
- 62% of disadvantaged pupils (8 pupils) attained GLD.
- No SEND pupils (2 pupils) attained GLD.

#### **Phonics Screening: June 2022**

- 76% of pupils in our June 2022 Year 1 cohort achieved or exceeded the expected score in Phonics Screening – below 2019 results when 82% passed.
- 87% of year 2 pupils achieved the expected standard by June 2022.

#### **Key Stage 1 Attainment: June 2022 (teacher assessment)**

##### **Reading:**

- Reading attainment was significantly impacted by school closures due to covid-19. June 2022 saw only 53% of pupils attained the expected standard in Reading at the end of KS1. This is significantly below 2019 when 84% achieved the expected standard.
- The % of Girl's attaining the expected standard is significantly above that of Boys
- 57% of Disadvantaged children reached at least the expected standard which was better than the cohort as a whole
- 17%, of SEND pupils (6) attained the expected standard in reading.

##### **Writing:**

- 47% of pupils attained the expected standard in writing
- The % of Girl's attaining the expected standard is significantly above that of Boys
- 43% of Disadvantaged children reached at least the expected standard which was slightly lower than the cohort as a whole
- 17%, of SEND pupils (6) attained the expected standard in writing.

##### **Maths:**

- 59% of pupils attained the expected standard in Math
- Girl's attainment is above that of Boys.
- 57% of Disadvantaged children reached at least the expected standard which was in line with the cohort as a whole
- 33%, of SEND pupils (6) attained the expected standard in math.

#### **KS2 Attainment: June 2021 (teacher assessment)**

##### **Reading**

- 81% of pupils attained the expected standard in Reading at the end of KS2 this is a 5% decrease when compared to 2019 data.
- 39% of pupils attained GD; above 2019 results by 9%.
- Girl's attainment is above that of Boys (by 14%) which is a contract to 2019 when boys outperformed girls (+7%)

- 62% of Disadvantaged children reached at least the expected standard which is below the cohort as a whole (-19%) and significantly below 2019 results when 85% attained the expected standard.
- 57%, of SEND pupils (7) attained the expected standard in reading.

#### **Writing**

- 74% of pupils attained the expected standard in writing which was below the 83% in 2019
- Only 4% of pupils attained GD; significantly below 2019 results when 17% achieved GD
- Girl's attainment is above that of Boys (by 13%). This gap is significantly larger than in 2019 when the difference was +7%.
- 62% of Disadvantaged children reached at least the expected standard which was lower than the cohort as a whole and significantly lower than 2019 results (78%)
- 29%, of SEND pupils (7) attained the expected standard in writing.

#### **Maths:**

- 80% of pupils attained the expected standard in math; 15% lower than in 2019.
- Girl's attainment is slightly lower than that of Boys for those attaining the expected standard.
- 54% of Disadvantaged children reached at least the expected standard which is below the cohort as a whole.
- 29%, of SEND pupils (7) attained the expected standard in math.

### **School improvement priorities**

#### **Raising Standards**

- Effective 'catch-up' for SEND and Disadvantaged pupils with a focus on Year 3 & 5 pupils where the impact has been the greatest.
- Ensure effective, accurate, manageable assessment procedures are in place ensuring that staff workload is not overwhelming
- To raise standards in Writing to ensure good progress is made by all groups of pupils.

#### **Teaching & learning**

- To review and update the English curriculum particularly for Reading.
- To raise standards in Math for SEND pupils across the school with a focus on multiplication tables
- Effective teaching across all Foundation subjects ensuring high quality, learning across the curriculum subjects
- To ensure all staff have a good understanding of the wider curriculum

### **BEHAVIOUR AND ATTITUDES**

The exceptional behaviour of our pupils, and the relationships which exist between all adults and children, are testament to our inclusive and respectful culture where behaviour for learning is key. All staff have high expectations of pupil behaviour and conduct and work tirelessly to safeguard and protect the wellbeing of the children at our school.

Our robust behaviour system is clearly understood by all stakeholders and followed consistently and fairly. Comments from visitors to Camrose praise the behaviour and attitudes of our pupils. They are self-motivated, resilient learners who are courteous and respectful to both adults and their peers alike.

Pupils and their families receive very high levels of support and care. Our dedicated team works tenaciously to ensure that, for whatever reason, our families receive the appropriate support they need including the engagement of local support services.

Our strong focus to educate all stakeholders about child on child abuse and sexual harassment has ensured instances are rare and if do occur, intelligent, effective and fair action is taken immediately so that all pupils are safe and feel safe.

Any discriminatory behaviour, derogatory name calling, or bullying of any kind (including online bullying, prejudice-based bullying and child on child abuse) is not tolerated on any level at the school. Leaders take rapid and appropriate actions so that any incidents are dealt with promptly and effectively to ensure they are not

permitted to spread. Swift action, to address behaviour concerns using a range of strategies is reflected in the rarity of exclusions which are only ever used as a last resort.

We are rigorous in monitoring attendance and punctuality and act promptly when concerns arise.

In 2020 we achieved the Wellbeing Award

In 2021 we maintained our Inclusion Quality Mark Flagship status for the third year running

In 2022 we obtained Jig Saw Flagship status for PSHE

#### **School improvement priorities**

- To identify prevalent concerns and ensure practice addresses these effectively
- Attendance is secure for all groups of pupils
- New staff induction results in the high standards of behaviour being maintained.

#### **PERSONAL DEVELOPMENT**

At Camrose we provide an extensive Personal Curriculum that extends beyond the academic and provides for pupils' broader development.

We ensure that pupil's spiritual, moral, social and cultural development is a key aspect of the work we do in school. We work hard to ensure pupils have a secure understanding of different faiths and cultures as well as appreciate and respect diversity. We plan meaningful opportunities and promote British values throughout the curriculum developing strength of character; ensuring pupils understand how to be responsible, resilient and independent to help them prepare for life beyond school. Our pupils can discuss and offer reasoned views confidently, at an age appropriate level, about healthy living, emotional well-being, moral and ethical issues and positive relationships, appreciating and respecting the views of others.

A wide, rich range of well-planned events and opportunities occur throughout the year and are used effectively to nurture and develop talents and interests as well as reinforcing children's learning. These planned experiences, that they are not one offs, but part of a strategic plan to develop cultural capital in our children especially in our more disadvantaged children.

We value the need for extra-curricular opportunities to enhance our pupils learning and achieve this through offering an extensive range of off-site visits, residential opportunities, workshops and clubs. These create memorable and engaging learning opportunities that are available to all our pupils.

We are passionate about our children having a healthy attitude towards their bodies – through healthy eating and exercise. Our small but well utilised playground includes Gym equipment, an adventure trail, various styles of basketball hoops and a fitness trail. We also provide the opportunity for our year 3, 4 and 5 children to swim during the year.

The school curriculum helps put into place the building blocks needed for positive and safe relationships of all kinds. It has been designed to allow pupils to constantly share and reflect on their own experiences, and develop a strong understanding of the difference between right and wrong. We ensure all pupils have a very clear understanding of the consequences of their behaviour and actions for themselves and others.

Our pastoral support is exemplary and as a result our pupils are confident in sharing any views and worries with adults who resolve problems quickly. Over the last two years, the school has provided external training for our Learning Mentor to become a qualified psychotherapist. This training was completed in December 2021; enabling us to offer another vital service to all our stakeholders - helping to ensure wellbeing is a priority for our pupils, parents and staff. A designated, private work space for mental health and well-being has been completed (March 2023) allowing both one to one therapeutic sessions and small group work to begin.



Provision for SMSC is securely embedded throughout our curriculum: extending more widely including through a variety of enrichment opportunities offered, weekly assemblies and creative days within school. This is in addition to our comprehensive PSHE curriculum – February 2022 we were given the status of a JigSaw Flagship school.

#### **School improvement priorities**

- To continue to support the mental wellbeing of all pupils.
- To offer support through counselling to all stakeholders

#### **LEADERSHIP AND MANAGEMENT**

The Leadership Team has worked tirelessly and has secured sustainable improvements as evidenced by the continuing upward trend in pupil outcomes. School leadership including those responsible for governance, have a clear, strategic vision, and are highly ambitious for the school. The Headteacher and leadership team are committed to achieving high standards for all pupils in order to attain the highest levels of achievement and personal development that they can. This is evident through strong shared values, policies and practice.

Governors challenge but are fully supportive of the school. They have a clear understanding of the strengths and areas for development because the Head Teacher and other leaders keep them well informed with accurate information. Governors visit the school on a regular basis and are fully committed and involved in the life and leadership of the school.

The School Development Plan is a regular agenda item at governors' meetings, with regular updates and progress reviews embedded into the process. Governors are vigilant in actively promoting pupil's welfare. They hold senior leaders stringently to account for all aspects of the school's performance including the use of Pupil Premium funding, the Sport Premium funding and SEND funding.

The Headteacher analyses the effective allocation of pupil premium spending and the evaluation of how this impacts on the raising of pupil standards. Our latest Pupil Premium Report shows that money invested in additional support for children who receive Pupil Premium funding allows them to make at least good, and often better, progress. Through highly effective, rigorous planning and controls, Governors ensure financial stability, including the effective and efficient management of financial resources. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils. The Headteacher meets regularly with the Chair of Governors and the Finance Governor to identify how the budget can be allocated to create robust accountability, oversight and assurance for educational and financial performance.

Governors are responsible for the Headteacher's performance management, assisted and advised by the Local Authority School Improvement Partner, in order to ensure that the objectives set for the Headteacher are sufficiently rigorous.

Investment in middle leadership has resulted in the Subject Leaders being more knowledgeable about development needs within their subjects and in whole school standards. They have been involved in a range of monitoring and support activities across school and produced in-depth action plans for which they are accountable. Middle leaders have developed an exciting and relevant curriculum that builds on children's prior attainments and expands upon their knowledge of the world. April 2019 we introduced an additional Leadership tier to our existing structure. These Leaders of Learning are responsible for a team of Subject Leaders.

The Head Teacher and SLT have high ambitions for the school and as a result have invested heavily in sourcing quality CPD programmes linked to our local teaching hubs as well as national training. Through effective teacher profiling, SLT identify strengths and areas for developments which informs each individual's professional development need. This in turn feeds into the whole school development plan resulting in continued improved subject and pedagogical knowledge that is consistently built upon and developed over time translating into improvements in teaching across the curriculum.

The Head teacher holds staff to account through challenging appraisal targets. We constantly strive to develop capacity through accountability structures throughout the school. This links to targets set for the raising of attainment, progress and teaching and learning across the school through robust monitoring, evaluation and review of school priorities.

The school's very positive relationship within the community is due to our shared commitment to securing improvement for every pupil. We work tirelessly to support our parents, their understanding of their child's education and how they can support them further. Parents are well informed of their child's progress through half termly reports; either written or through a consultation meeting with the teacher. Regular parental workshops and meetings ensure parents are informed of current curriculum expectations and ways to support their child's learning. Findings from recent parental surveys demonstrated that parents are happy with the education their children receive.

We have a strong safeguarding culture with school wide policies in place and adhered to consistently by all staff. High quality safeguarding systems and procedures are meticulously monitored by all staff involved. Close liaison with a range of external agencies ensures that appropriate support and intervention for our vulnerable children is achieved within a timely manner. We see this as a key strength of our school. The single central record is rigorous and safer recruitments procedures are fully adhered to. Risk assessments are completed systematically to ensure the safety and protection of all stakeholders. Regular staff training, including for Governors, ensures everyone is fully aware of recent policies and procedures and what to do.

The Head Teacher has strong links with the local authority as a Cluster Head and a mentor for new Harrow Headteachers.

#### **School improvement priorities**

- To ensure effective leadership is maintained and developed in light of staff resignations
- To continue to develop effective leadership amongst subject leaders and induct new subject leaders through a robust training programme
- To ensure the Governing Body is strengthened and continues to run effectively after the resignation of the chair and clerk.

#### **QUALITY OF EDUCATION IN EARLY YEARS**

At Camrose, we are committed to meeting the individual needs of every child. As a result of highly effective leadership, provision in the EYFS is challenging and broad, built on the highest expectations and resourced appropriately. Expectations for a curriculum which excites and challenges are cultivated from Nursery onwards ensuring significant improvements in pupil outcomes over time.

Our supportive, caring ethos means children settle to effective learning quickly; pupils feel safe and are safe.

We strive to ensure that all pupils meet their potential through our ambitiously designed curriculum which is coherently planned and sequenced and meets the needs of all pupils including the most disadvantaged and any with SEND - effectively preparing our pupils for the next stage of their education. Our EYFS curriculum is highly responsive to pupil needs and incorporates a wide variety of activities which stimulate interest and curiosity. Children take part in taught sessions throughout the day balanced with self-directed learning time in the indoor and outdoor learning environments. New skills and knowledge are developed through playing and exploring, being active, investigating and thinking creatively, developing the key skills necessary for a smooth transition into Key Stage 1.

The introduction of the DfE validated 'Little Wandle Phonics Programme' during the Spring term (2022) has developed our practice; ensuring reading is taught systematically using resources that match the children's phonic knowledge. Year 2 pupils are taught phase 5 phonics, regardless of whether they met the phonics standard or not. This strategy is in place to further developing automaticity. Some pupils in KS2 have phonics sessions and pupils work at levels which are accurately matched to their skills and abilities based on information from the placement tests.

Both teachers and teaching assistant team are well trained to deliver the Little Wandle programme and provide interventions, when required. Robust assessment

procedures, both formative and summative, ensure that the correct pupils are identified for support.

Staff in all classes regularly read to pupils, introducing new vocabulary, ideas and concepts and fostering a love of reading.

Regular, high quality staff CPD ensures staff is knowledgeable and skilled to deliver to best possible education for all of our pupils. Updated information and pedagogical knowledge is built upon resulting in continually improved teaching and learning.

Assessment procedures are used to effectively track progress and to inform future plans and next steps in learning so that pupils have opportunities to develop, consolidate and deepen their knowledge and understanding across all areas of learning. Regular internal and external moderations, with other LA schools ensure teacher judgements are accurate.

Behaviour in the EYFS is excellent; pupils are cooperative and respectful of others and demonstrate high levels of self-control and motivation. They care for their environment and show respect towards adults and their peers. Clear expectations ensure pupils know the boundaries and are able to access their learning independently, in pairs, small groups or with an adult. Pupils are supported to become curious and imaginative learners who are proud of their work and that of others. They fully engage themselves in challenging activities and are eager to please, consistently demonstrating the characteristics of effective learning.

The EYFS staff value equality and diversity, all children are regarded as unique. Through the EYFS curriculum we celebrate uniqueness and cultural and religious differences through discussion or activities. All children have access to all of the activities provided. Provision contributes effectively to the pupils' physical and emotional well-being, intellectual, spiritual, moral, social and cultural development needs and ensures that all pupils develop, where possible, an understanding of risks and challenges.

Most of our families are supportive of their children and the school. However, many have language barriers and find it difficult to help their children at home. We regularly engage many parents through family learning opportunities including workshops, invitations to observe lessons in phonics, reading, writing and maths, presentations and by having an open door policy; encouraging parents to speak with staff about concerns or issues they may have. Pupil progress is reported half termly either during consultation meetings or through a written progress up-date report.

#### **School improvement priorities**

##### **Early Reading:**

- Monitoring of the new validated phonics programme to measure impact and make adjustments as necessary
- Staff training ensures they are expert in teaching synthetic phonics using the newly introduced programme.
- Reading – to ensure decodable reading resources are available and used effectively.

##### **New Curriculum:**

- The ongoing review of the new Development Matters EYFS 2021 / Birth to Five across Nursery and Reception