



CAMROSE PRIMARY SCHOOL WITH NURSERY

SCHOOL SELF EVALUATION

2025-2026



Updated: February 2026

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. The school opens for pupils from 8.30am until 3.20pm; meeting the DfE's minimum expectation of 32.5 hours per week.

Demographic profile of the school

Camrose is a hugely diverse school with 97% of pupils from minority groups. There are 18 different languages spoken by our children. 47% 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' and 12% as 'Indian'.

Distinctive features

- We have a nursery.
- The school is under a PFI.
- We share a site with Woodlands Special Needs School; shared building.
- We offer wrap around care in conjunction with another local Harrow primary school.

Characteristics

The number of pupils identified with SEND is lower than found in most primary schools at 11%.

31% of SEND pupils have an EHCP.

The number of children eligible for free school meals is in line with the national average at 21%.

84% of pupils have English as an additional language; above national average.

School deprivation indicator shows Camrose to be generally in line with national average

Attendance was slightly above national average at 94.2% compared to NA of 93.1%.

Persistent absence for 2024-25 was at 16.4% a reduction of 6.4% compared to 2023-24.

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 Empowering 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 51 staff at the school.
- 2025 has seen a small level of staff mobility including:
 - The resignation of two teachers
 - The resignation of two members of support staff
 - The retirement of one member of the admin team.
 - The appointment of a 2 new teachers, one being a first year ECT
- One current teacher has recently undertaken and successfully completed the SENCO training whilst being supported by an experienced agency SENCO two days a week

We are proud of:

- 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.
- 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 2023, we were reaccredited with the Leading Parent Partnership Award.
- In 2023, we were reaccredited with the Well Being Award.
- In 2025 we were recognised and accredited as a Beacon School for the Jig Saw.

School improvement priorities

Ensure that our adaptive teaching methodologies guarantee support for our most vulnerable children, and challenge our higher attaining children effectively. Training for support staff in relation to barriers to learning for disadvantaged pupils. Continue to work on reducing the number of children who are persistently absent

Camrose Self Evaluation							
Urgent	Attention	Expected	Strong	Exceptional	Autumn	Spring	Summer
					Met	Met	
					Expected	Expected	
					Expected	Attention	
					Attention	Attention	
					Expected	Expect	
					Strong	Strong	
					Strong	Strong	
					Expected	Expect	

Camrose Report Card 2025-26

Area	Evaluation
Safeguarding	<p>At Camrose Primary, safeguarding is everyone's responsibility and procedures are thoroughly embedded within our school. The notion 'it could happen here' ensures staff are vigilant and pupils are effectively kept safe. Governors are vigilant in actively promoting pupil's welfare. They hold senior leaders stringently to account for all aspects of school life including Safeguarding.</p> <p>Camrose has an open and positive safeguarding culture that promotes the welfare of and puts pupils' interests first. We adhere to an 'open door policy' which allows parents to have the opportunity to speak to a relevant member of staff as soon as possible including the Headteacher and DSLs who are available at the pupil entrance every morning and at the end of the school day.</p> <p>As well as using regular assemblies and having designated safeguarding display boards around the school, our pastoral team are available on the playground during break and lunch times. They also visit classrooms daily providing pupils an additional opportunity to raise any concerns. This ensure pupils clearly know who to go to for support and any concerns are swiftly identified and acted upon.</p> <p>Regular PSHE lessons and assemblies educate the children on their understanding of different forms of bullying including inappropriate use of technology. Children are confident at Camrose in sharing any worries with adults in order to resolve problems quickly. The school keeps a log of all incidents of child on child violence and leaders take rapid and appropriate actions so that any incidents are dealt with promptly and effectively in conjunction with all involved, including parents.</p> <p>Training for staff is paramount and includes regular 'Keeping children safe in education' and 'Working Together to Safeguard Children' updates. All staff and governors complete annual Safeguarding Level 2 training; with eight additional staff members trained to Level 3. This includes all of SLT, our pastoral team and the SENCO. In addition annual PREVENT and FGM training is delivered each academic year and the NSPCC Sexualised Behaviour training every two years.</p> <p>Staff are acutely aware of their role in the child protection process and know the procedures for referrals. They are well trained in supporting the safety of pupils and empowered to speak out and take action when there are concerns.</p> <p>All staff in the school know who the Designated Safeguarding Leads (DSL) are, and are absolutely confident that any concerns will be taken seriously and appropriate action will be taken.</p> <p>Safer recruitment training for senior leaders and governors is kept up to date. An accurate, up to date single central record of pre-appointment checks is kept and checked by governors regularly. Safer recruitment procedures are robust.</p> <p>As part of our safeguarding training and update procedures, the Whistleblowing policy is revisited and discussed with staff ensuring all staff fully understands about adults who may pose a risk to pupils and the processes to follow if they have any concerns.</p>

Inclusion	<p>At Camrose, we understand that the most effective inclusion strategy begins with everyday high-quality inclusive teaching. All staff have a keen understanding of the barriers that individual pupils face and are able to identify any emerging or changing needs quickly and accurately, ensuring appropriate and effective support is put into place to tackle these swiftly and expertly.</p> <p>Our newly qualified special educational needs coordinator has sufficient authority within the leadership structure to make a positive difference for pupils with SEND. Although newly qualified, our SENCo not only has a SEND background, but has spent a year working alongside a very experienced SENCo in school, prior to her appointment. This has ensured our effective inclusive practice is sustained and the SENCo is confidently able to monitor and review the effectiveness of support offered and make adaptations as necessary to ensure a positive impact on learning. Our focus on continuing professional development ensures up to date, current practices enhance our inclusive approach.</p> <p>We have a designated governor, responsible for SEND who has substantial SEND experience. Through termly meetings with the SENCo, as well as visits to school and discussions with pupils, governors have a full understanding of the barriers our pupils face and the support they receive. Termly progress monitoring for pupils is reviewed and discussed with all staff including governors and the leadership team.</p> <p>We have a qualified and experienced designated teacher for looked-after and previously looked-after children who is part of the school leadership team. This ensures leaders have clear knowledge of pupils' social care status and are able to accurately and effectively plan on ways to reduce barriers including working with other professionals through a single or multi-agency approach to ensure the best possible support for a child.</p> <p>The high number of EAL pupils, particularly pupils who are new to English, is a particular barrier to learning our pupils face. Through systematic review of our EAL support processes, we have created three support routes for pupils who, after an initial assessment are placed within an appropriate route offering support that meets the pupils' needs.</p> <p>Each route is linked directly to either the DfE A – E codes or the Pre-Key Stage criterias and is time specific with the intention of ensuring pupils develop a sound knowledge of the English language therefore can fully access the curriculum. Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Regular progress reviews effectively ensure pupils are not only working within the appropriate route at any given time but have the right support whilst working within the classroom.</p> <p>Attainment and progress for all pupils, including SEND and disadvantaged, is regularly monitored. Progress meetings ensure support is systematically reviewed and adapted to improve pupils' learning and/or well-being. Pupils' emerging or changing SEND needs are quickly and accurately identified and addressed so that pupils receive effective support, drawing on specialist guidance where necessary.</p> <p>Ongoing training for all staff is planned and delivered using a range of school based and external training providers.</p> <p>We use quantitative and qualitative data to help understand the needs of our disadvantaged pupils. A clear pupil premium strategy is in place and regularly reviewed. This has a demonstrable positive impact on pupils' achievement and well-being.</p> <p>Next steps: Training for support staff in relation to barriers to learning for disadvantaged pupils.</p>
-----------	--

Curriculum & Teaching	<p>Curriculum</p> <p>Our curriculum design, using the 2014 NC framework covers the statutory requirements, and reflects our ambitious school vision; providing our pupils, 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>We have designed and developed an ambitious curriculum over time, which aims to give our pupils, particularly our disadvantaged pupils and those pupils with SEND, the knowledge and cultural capital they need to succeed. We ensure enough time for teaching, practising and revisiting content, and for addressing any gaps in pupils' knowledge as quickly as possible. We adopt a subject-based approach with clear cross-curricular links; prioritising reading and writing to ensure pupils can access the wider curriculum.</p> <p>Our curriculum is not only carefully targeted to meet the needs of our children, but also to reflect the context of our pupils and the local community. It progressively builds on skills, knowledge and conceptual understanding year on year. This is achieved through a coherently planned and sequenced learning journey with clearly defined end points; ensuring pupils are fully prepared for future learning.</p> <p>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 as well as teachers to ensure that they make a significant contribution to children's learning by offering high quality intervention and support. Subject Leaders have full awareness and up-to-date knowledge of curriculum developments, changes and opportunities in their subject area. Regular training ensures middle leaders have the expertise and/or support they need to ensure that the curriculum achieves its aims.</p> <p>Our curriculum develops pupils' reading and writing through high-quality texts and increasingly broad vocabulary across all subjects.</p> <p>Our well-planned and sequenced mathematics curriculum provides children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience so that they are fully prepared for the future. It ensures pupils are able to use their mathematical skills and knowledge confidently in a range of different contexts. It enables them to develop flexibility in the way they tackle problems and a confidence in dealing with number and problem solving.</p> <p>At Camrose, reading has a high priority, with an excellent selection of texts supporting children's learning across the curriculum.</p> <p>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. Both teachers and teaching assistant team are well trained to deliver the Little Wandle programme and provide interventions, when required.</p> <p>Staff in all classes read aloud and re-read high-quality stories daily, and talk about them to build pupils' familiarity and understanding, introduce new vocabulary and foster a love of reading.</p> <p>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, building strong foundations for accessing the curriculum and for later success, including academic achievement, good health and well-being.</p>
-----------------------	---

Robust assessment procedures, both formative and summative, ensure that the correct pupils are identified for support. This is applied at all phases and gaps are tackled quickly and effectively, so that all pupils can access the whole curriculum. 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.

Teaching

Leaders have an accurate, informed understanding of the quality of teaching, including for pupils with SEND. This includes the quality of subject teaching and whole-school strengths and areas for development.

Our teachers are enthusiastic about their work and children respond positively as a result. They apply behaviour management strategies well, resulting in children remaining on task throughout their lessons.

In all subjects, new learning is clearly explained, connecting new information with what pupils already know in a meaningful context. Key learning is regularly revisited so that pupils learn them securely and remember them. Teachers consistently and effectively check pupils' understanding and adapt their teaching, in the moment, to meet pupils' needs, resulting in good or better progress for almost all groups of pupils. Staff are exceptionally well prepared and move away from the prepared plan when situations arise in class; adapting their lessons as needed to challenge and support all learners effectively.

Our teachers have the expertise and knowledge to make well-judged adaptations to overcome barriers to learning for pupils, particularly those with SEND. Any adaptations do not lower expectations for pupils or limit their access to the curriculum unnecessarily. Targeted interventions are used effectively, in conjunction with high quality teaching, for pupils who need additional support and we draw on the advice of specialists, including the special educational needs coordinator, to improve teaching and learning when necessary. Where performance concerns are identified, high quality support and training are put into place.

Leaders have a professional development programme that draws on training, practice and coaching to build and sustain an effective team of teachers and support staff, including early career teachers. We engage with initial teacher training, the early career framework and national professional qualifications to provide a coherent development pathway for all staff. Our professional development programme enables all staff to effectively implement our ambitious curriculum as well as effectively plan and deliver provision for SEND and EAL pupils.

Next steps:

Ensure that our adaptive teaching methodologies guarantee support for our most vulnerable children, and challenge our higher attaining children effectively.

Review Year 1 English Curriculum

Plan foundational Knowledge Journey and introduce additional subject across EYFS and KS1

Achievement	<p>At all phases, standards have been around, or above, the national averages for years, with improvement over time apparent. We have very clear and effective processes in place to check on the progress made by all children in every year group. The system alerts senior leaders rapidly if any individuals do not make the progress expected and is directly linked to pupil progress meetings that focus on individuals who have not made the expected progress.</p> <p><u>Early Years:</u></p> <p>By the end of EYFS: July 2025 (teacher assessment)</p> <ul style="list-style-type: none"> • The proportions of children reaching GLD is at 78.8%, which is above NA (68.3%) • 92% of Girls attained GLD which is above that of Boys (by 26%) • 90% of Disadvantaged children attained GLD above 'other' pupils by 13.8%. • 33% of SEND Support pupils (3) attained GLD but no EHCP pupils (2) achieved this. • 85% of non-SEND pupils attained GLD • 78% of Autumn, 75% of Spring born and 82% of Summer born pupils attained GLD • 78.7% of EAL pupils achieved GLD <p style="text-align: center;"><u>EYFS GLD Data; Trend – 2023-25</u></p> <table border="1"> <thead> <tr> <th rowspan="2">Area</th><th colspan="2">2023</th><th colspan="2">2024</th><th colspan="2">2025</th></tr> <tr> <th>Camrose</th><th>NA</th><th>Camrose</th><th>NA</th><th>Camrose</th><th>NA</th></tr> </thead> <tbody> <tr> <td>GLD</td><td>75.9%</td><td>67.2%</td><td>76.3%</td><td>67.7%</td><td>78.8%</td><td>68.3%</td></tr> </tbody> </table> <p><u>Phonics Screening:</u></p> <p>Yr 1: July 2025</p> <ul style="list-style-type: none"> • 84.5% of pupils in our June 2025 Year 1 cohort achieved or exceeded the expected score in Phonics Screening – above NA of 80% • 78.6% of boys passed the screening check – below that of girls at 90%. • 90% of disadvantaged pupils passed the check – above 'others' (83.3%) by 7% and significantly above NA of 67% • 82% of SEND Support pupils (11) passed which was slightly below non-send at 86%. • 85% of EAL pupils passed the screening check. • 94% of pupils, who had attended Camrose from Reception, passed the phonics screening check. 	Area	2023		2024		2025		Camrose	NA	Camrose	NA	Camrose	NA	GLD	75.9%	67.2%	76.3%	67.7%	78.8%	68.3%
Area	2023		2024		2025																
	Camrose	NA	Camrose	NA	Camrose	NA															
GLD	75.9%	67.2%	76.3%	67.7%	78.8%	68.3%															

Yr 1 Phonics Screening Data: 2023-2025

Cohort	2023				2024				2025			
	No.	Wa	% sch	% Nat	No.	Wa	% sch	% Nat	No.	Wa	% sch	% Nat
Yr 1	59	46	78%	79%	59	53	90%	80%	58	49	84.5%	80%
By the end of Yr 2												
Yr 2	49	46	94%	89%	61	55	91%	89%	63	54	86%	89%

Year 4 Multiplication Test; 2023-25

Area	2023		2024		2025	
	Camrose	NA	Camrose	NA	Camrose	NA
Achieving 100%	39%	29%	52%	34%	52%	-
Average test score	20.10	20.20	21.30	20.60	21.10	20.60

Key Stage 2:

Standards by the end of KS2 have been around, or above, the national averages, with improvement over time apparent.

KS2 Attainment: July 2025 (SATs)

(3 pupils disappled)

Reading

- 72.5% of pupils attained the expected standard in Reading at the end of KS2 slightly below NA of 75% by 2.5% which equates to one pupil.
- 25% of pupils attained Greater depth.

Writing

- 79% of pupils attained the expected standard in writing which was above NA (72%)
- 6% of pupils attained Greater depth.

Maths:

- 86% of pupils attained the expected standard in math; above NA (74%)
- 32% of pupils attained GD

SPAG

- 85% of pupils attained the expected standard in SPAG which was above NA (73%)

- 50% of pupils attained Greater depth.

RWM combined

- 65% of pupils attained the expected standard in writing which was above NA (62%)
- 4% of pupils attained Greater depth.

KS2 Test Data: 2023-25
(3 pupils disappplied)

Area	2023			2024			2025		
	Exp	GD	NA	Exp	GD	NA	Exp	GD	NA
Reading	81.0%	17%	73%	72.2%	25.5%	74%	72.5%	25%	75%
Writing	71.0%	4.0%	71%	78.2%	12.7%	72%	79%	6%	72%
Math	77.0%	38.0%	73%	82.5%	43.6%	73%	86%	32%	74%
GPS	75.0%	55.0%	72%	78.2%	54.5%	72%	85%	50%	73%
RWM	65.0%	4.0%	59%	65.5%	10.9%	61%	65%	4%	62%

2025 KS2: Disadvantaged pupils % achieving the expected standard compared to others

Subject	Disadvantaged	Other Pupils
Reading	50% (NA – 63%)	74% (NA – 80%)
Writing	50% (NA – 60%)	82% (NA – 78%)
Math	80% (NA – 61%)	82% (NA – 80%)
RWM	40% (NA – 48%)	67% (NA – 69%)

Next steps:

- **2025 saw a slight dip in our KS2 Reading results; focus on reading comprehension.**
- **Disadvantaged pupils; narrow the attainment gap in Reading and Writing**

<p>Attendance & Behaviour</p>	<p>Behaviour:</p> <p>At Camrose, we have high expectations for all pupils' behaviour, which are clearly set out in our well-developed policies and procedures.</p> <p>Leaders have created a strong, shared culture of positive behaviour and attitudes to learning in which pupils of all ages flourish. These are not only communicated clearly to, but also supported by, our parents and carers.</p> <p>Our robust behaviour system is clearly understood and followed consistently and fairly resulting in a calm, orderly, respectful, supportive and positive environment in which pupils feel safe and can thrive. Comments from visitors to Camrose praise the behaviour and attitudes of our pupils.</p> <p>Pupils are positive about learning. They are resilient learners; displaying self-motivation, cooperation with staff, and collaborative and supportive work with one another. Our pupils are courteous and respectful to both adults and their peers alike.</p> <p>Our strong focus to educate all stakeholders, particularly our staff team, about child on child abuse and harmful sexual behaviour 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.</p> <p>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, consistently and effectively. Swift action, to address concerns including making reasonable adjustments and adaptations, and offering additional interventions and support for pupils have a demonstrable impact as reflected in the rarity of exclusions, which are only ever used as a last resort.</p> <p>We have established strong and supportive relationships with pupils and their families many of whom receive very high levels of support and care from the school. 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.</p> <p>In 2023 we were reaccredited the National Wellbeing Award (WAS)</p> <p>In 2025 we maintained our Inclusion Quality Mark Flagship status for the fifth year running</p> <p>In 2025 we obtained Jig Saw Beacon School status for PSHE</p> <p>Attendance:</p> <p>We have high expectations for all pupils' attendance and place a high priority on improving attendance and punctuality, at whole-school level and for different groups, including for those who are occasionally, persistently and severely absent.</p> <p>Clear policies for attendance, shared with all stakeholders, are applied effectively and proportionately. Staff complete attendance and admissions registers accurately, and the day-to-day processes to follow up on absences are established and effective; with daily absence checks carried out by our attendance officer and, if necessary, home visits made.</p> <p>Attendance is rigorously monitored to identify and tackle barriers. Where concerns arise, regular targeted meetings are held with parents including, when necessary, the involvement of the local authority attendance lead and/or the pre court panel representative where concerns continue or escalate.</p>
-----------------------------------	--

There has been a 1.5% increase in attendance since 2022-23.

2024-25 saw:

- 2 families (2 children), were referred to the Local Authority for Pre Court Panel support.
- 7 families were referred to the LA (Missing from Education)
- 23 families were issued with EPN's/FPN's for taking term time holidays.

%	%	%
Attendance	Attendance	Attendance
2024-2025	2023-2024	2022-2023
94.1	94.2	92.9

Attendance Action Pathways are created with families which have a strong and positive impact on pupils' attendance, particularly that of pupils who do not attend well or have not attended well in the past.

As a result PA shows a downward trend since 2022-23; reducing by over 10%. The except is SEND pupils which is directly linked to the increasing number of more complex SEND and the increase in medical related absences.

PA below 90%	% of students who met absence threshold	No. of students who met absence threshold	No. of students who met absence threshold & PP	% of students who met absence threshold & PP	No. of students who met absence threshold & SEN	% of students who met absence threshold & SEN	No. of students in cohort
All Terms Included : (02/09/2024 to 31/08/2025)	18.38	86	23	26.74	19	22.09	468
II Terms Included : (04/09/2023 to 01/09/2024)	19.65	91	28	30.77	16	17.58	463
All Terms Included : (01/09/2022 to 03/09/2023)	28.76	128	39	30.47	22	17.19	445

Severe absence has increased by 1.6% since 2022-23 however, 89% of severe absence (8/9) were due to awaiting confirmation to remove leavers from role.

	<p>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 and 4 children to swim during the year. This offer is extended to Year 6 pupils who need additional support.</p> <p>Leaders and staff at Camrose know their pupils and we are vigilant in identifying individuals or groups who need additional pastoral support. We have developed our own, unique ‘disadvantaged’ register which is well matched to individual pupils’ who may need extra guidance or care, or support. Accurate and up to date record-keeping, day-to-day processes and data analysis ensure that pastoral support is effective.</p> <p>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. The school has provided external training for our Learning Mentor to become a qualified psychotherapist; 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 permits both one to one therapeutic sessions and small group work to take place in an appropriate, safe space.</p>
Early Years	<p>Leaders and staff from across the school understand the importance of the early years in laying the foundations for all future learning with our entire curriculum learning journey being intentionally designed from Nursery right through to Year 6.</p> <p>Time is given, through regularly planned staff Inset, for the EY leader to explain to other staff members how they implement the curriculum.</p> <p>In addition, Subject Leaders plan drop in sessions to view their subject area in practice, and class teacher swaps, have helped to develop and reinforce the understanding of the important work carried out across EYFS to support children’s learning and well-being.</p> <p>We have a very experienced and knowledgeable EYFS team, who effectively put this knowledge into practice to enable children to achieve highly across all areas of learning.</p> <p>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.</p> <p>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. Pupils are exceptionally well prepared for the next stage of learning.</p>

EYFS Data; Trend – 2019-25

Area	2019	2021	2022	2023	2024	2025
GLD	80%	63%	80%	76%	76%	78.8%
CL	85%	76%	85%	76%	76%	86.5%
PHY	90%	89%	96%	95%	98%	98.1%
PSE	87%	81%	96%	95%	93%	96.2%
English	80%	63%	80%	76%	76%	78.8%
Math	81%	72%	83%	85%	83%	90.4%

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.

Both teachers and teaching assistants 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.

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.

Leadership & governance	<p>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, particularly for disadvantaged pupils and those with special educational needs and/or disabilities (SEND).</p> <p>We have worked hard to create a culture which believes that all children, irrespective of background, can achieve exceptionally highly and work towards this end.</p> <p>Staff are held 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 the ongoing review of school priorities.</p> <p>Governors challenge but are fully supportive of the school. They have a clear understanding of the school context, the strengths and the areas for development; obtained through accurate information from senior leaders as well as regular visits to the school that included strategic conversations with key staff. Their accurate knowledge of the school underpins their evolving response to priorities ensuring a continuous improvement culture.</p> <p>The Head Teacher and SLT have high ambitions for the school and as a result have invested heavily in sourcing quality CPD opportunities; drawing on the best available evidence, including high-quality research and expert provision from beyond and within the school, including nationally recognised career and professional frameworks and programmes, to build capacity and support succession planning linked to our local teaching hubs as well as national training.</p> <p>Leaders, including the governing body, regularly consult with staff and pupils to inform their decision-making. Staff's well-being is a priority and we ensure that their workload is manageable and that robust systems are in place to protect staff from bullying, unlawful discrimination, harassment and victimisation. Staff voice is valued and acted upon.</p> <p>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. Findings from recent parental surveys demonstrated that parents are happy with the education their children receive.</p>
-------------------------	---