

# **Trull Church of England Voluntary Aided Primary School**



## **School Self Evaluation 2022-2023**

**Headteacher:** Karen Wedlake

**Chair of Governors:** Tanya Hughes

"I have come that they may have life, and have it to the full" John 10:10

## General School information

No. of pupils on role		Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
	Boys	17	15	20	24	19	13	15	123
	Girls	17	23	19	15	19	21	19	133
	Total	34	38	39	39	38	34	34	256

Class sizes	ASH (Yr R)	BEECH (Yr R+1)	ELM (Yr 1+2)	MAPLE (Yr 2)	OAK (Yr 3)	ROWAN (Yr 4)	WILLOW (Yr 5)	YEW (Yr 6)
	30	30 (4+26)	24 (12+12)	27	39	38	34	34

Vulnerable groups	Total	Percentage
FSM	11	4.3%
PP	26	10.1%
POST LAC	1	0.39%
SERVICE	13	5.1%
EAL	15	5.9%
SEN support	15	6%
EHC plan	5	2%

OFFICIAL DATA 2022						
	KEY STAGE ONE			KEY STAGE TWO		
	At ARE		GD	At ARE		GD
	Sch.	Nat.		Sch.	Nat.	
Reading	84.1%	67%	16%	82%	74%	44%
Writing	78.9%	58%	8%	91%	69%	35%
Maths	86.7%	68%	13%	76%	71%	35%
SPAG	74%	-	10%	88%	72%	41%
Combined	76%	54%	5%	71%	59%	32%
PHONICS	95%	75%				
EYFS GLD	71%	65%				

### ATTENDANCE- 2021 taken from last ISDR 16.11.22

- Overall absence in summer 2021 (2.0%) was in the **lowest** 20% of all schools.
- The rate of overall absence (2.0%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation
- Persistent absence in summer 2021 (3.2%) was in the **lowest** 20% of all schools

SCHOOL ATTENDANCE UP TO 31.10.22		Somerset W/C 31.10.22 (FFT)	NATIONAL FIGURES W/C 17.10.22
Whole School	97.728%	95%	94.7%
Pupil Premium	95.62%		
SEN support	98.82%		
ECHP	97.61%		
FSM	94.88%		

### Phonics data

Trull School	National
92% if Ukrainian child included or 95%	75%

### EYFS Data

Trull School	National
71%	65%

## CONTEXT

- The school has 9 out of 17 possible ethnic groups, 93% are White British
- 18 children (7%) arrived in school after the EYFS initial allocation of places
- 239 children (93%) are of White British ethnic origin; well above national
- There are 4 KS1 classes and 4 KS2 classes.
- 162 (63%) of the children live in the school's catchment area
- The school has a stability rating of 93% compared to 82% Nationally
- There has been significant growth in the past four years with numbers rising by 19% and with no sign of abating and significant housing developments planned in the locality.
- The school local deprivation indicator was in quintile 1 (least deprived of all schools) and the pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation, however, the demographics of the area and school have changed
- The school has its own playing field and has received further land adjoining the school, which is being used to support and enhance developments in our Science curriculum and Forest School/Outdoor education provision.
- The school, works closely with 4 other local primary schools. Part of this work is to develop middle leaders, but also to give challenge to each other as well as moderate work between us. We have also supported other local schools with leadership support, data analysis, ECT support and Phonics support as part of the Portishead English Hub.

Key issues from 2021-22	Progress	Evidence
<ol style="list-style-type: none"> <li>1. To aim to achieve ARE and the Greater Depth standards in Reading, Writing and Maths throughout the school and to improve the progress children make in <b>Reading comprehension and Phonics</b> ensuring we are following a recognised phonics scheme.</li> <li>2. To closely monitor the implementation of the <b>'Write Stuff'</b> English curriculum throughout the school to improve the outcomes in writing.</li> <li>3. To ensure that all children, including vulnerable children, aim to make good progress in Writing, Reading and Maths in line with national expectations with evidence of <b>metacognitive strategies</b> and <b>research</b> used. To implement and monitor effective interventions being used in maths especially</li> <li>4. To ensure <b>Subject leaders</b> can clearly articulate and monitor their subject intent, implementation and impact and leadership at all levels is robust</li> </ol>	<ol style="list-style-type: none"> <li>1. New Jane Considine scheme 'The Write Stuff' used to enhance vocabulary and stamina of writing- this has been successful and results have shown that it is effective. 91% achieved ARE and 35% achieved GD New Phonics scheme purchased and used. Effective results once again at 92% (if Ukrainian child included) or 95%. Reading scheme is being looked at to back up the phonics</li> <li>2. As above. Writing standards have greatly improved throughout the school esp the vocabulary. 91% at ARE 35% at GD (KS2)</li> <li>3. The vulnerable children have made good progress this year with 80% achieving at or above in Reading, 100% achieving at or above in writing, 80% achieving at or above in Maths and 100% achieving at or above in Science (KS2). Evidence from lesson Observations shows that metacognitive strategies are being used.</li> <li>4. Subject leads have led their subjects well and have reviewed and updated their subjects in light of research and discussion with staff and pupils. They have all updated the curriculum document in light of feedback.</li> </ol>	<ol style="list-style-type: none"> <li>1. Planning, book scrutinies, SL monitoring files, staff + Governor meeting minutes phonics screening results</li> <li>2. Teacher's notes, book scrutinies, SL monitoring, Pupil voice, TA test scores and SATs results</li> <li>3. Book scrutinies, Teacher assessed work, INSIGHT data, observations and learning walk records</li> <li>4. Staff meeting minutes, Governor minutes, curriculum folder</li> </ol>

## LEADERSHIP AND MANAGEMENT- GOOD

### STRENGTHS

- The Headteacher is constantly outward facing seeking verification of standards by visiting other 'Outstanding' establishments and research. This enables self-reflection to be concise and evaluative
- There is a clear vision for the school and its pupils which is shared with staff and the wider community and linked to annual school development priorities.
- Comprehensive action planning linked to school priorities ensures a strategic approach to school development and improved outcomes for all pupils.
- Senior and middle leaders are actively engaged in school improvement and have a sense of collective responsibility. Time and support are planned in to ensure new initiatives are embedded successfully.
- High expectations and modelling of good practice allows for staff to develop and improve practice. This has positively impacted on the work ethos and morale in the school and encourages the enthusiasm of the staff.
- Performance management systems are supportive but rigorous, with specific targets set in collaboration with teachers who are then actively engaged in their own development and achievement of the targets. Progress on targets is evaluated formally in review meetings but also referred to when relevant in observation and work scrutiny feedback.
- A dedicated and experienced Governing Body supports and challenges the school holding them to account. They are proactive in arranging visits to the school. They have high expectations for outcomes and provision for pupils.
- Governors have been assigned a cohort of children to follow throughout their time at School- this will raise their profile with children, staff and parents.
- Governors have undertaken regular skills audits and self-evaluations. Their combined experience reflects a diverse range of skills.
- There are high levels of staff retention in both teaching and support staff, with staff reporting that they feel happy to come to work, have positive relationships with their colleagues and feel trusted to do their jobs. *Staff survey*
- Use of Sports Premium and Pupil Premium funding is planned for, evaluated and developing in terms of pupil voice, to ensure best value for money and impact on pupil progress. The impact of this is that the children have an equitable, enhanced provision and make good progress.
- Pupil Premium is focused on incorporating pupil voice, ensuring best value for money and impact on pupil progress and well being
- The school has an accurate self-evaluation process enabling strengths and weaknesses to be identified and effectively actioned to promote sustained school improvement. As a result, the clear development plan has rigorous, focused action points.
- Using our new assessment system, INSIGHT to support PPM, progress is rigorously monitored. This enables all groups to make appropriate progress and to identify targeted support for those children who are not making expected progress.
- CPD is regarded as essential by the leadership team. Professional standards and performance management features strongly in developing staff. As a result, CPD is embedded in the SDP at all levels, including for the Headteacher such as coaching, visits to other schools and courses.
- School to school work is a key feature of developing sustained school improvement. As an outcome of this, opportunities are explored with other schools enabling validation of standards and moderation of work.
- Results from surveys consistently show that parents are very happy with their children's education and the school works well to engage all parents in their children's learning (homework, online access, parental workshops, INSITE mornings) This was again highlighted in the recent COVID 19 Lockdown and remote learning that the children/families had to do.
- Parents are reported to at regular intervals through high quality consultations enabling them to play an active part in their child's learning, including a half termly progress, assessment and target report.
- Clear procedures are in place to monitor and audit H&S resulting in a safe environment (100% in the last H&S audit) and all statutory requirements being fulfilled by Governors.
- Safeguarding is at the heart of the school ethos, surveys indicate children feel safe- 95% agree with this in 2021 Parent View

### NEXT STEPS TO SUSTAIN HIGH QUALITY PROVISION

- Subject leads will continue to be proactive in the pursuit of excellence in their subject areas especially with regard to CPD and Greater Depth learning
- Ensure all interventions used are closely monitored. This will include the SCERTS (Social Communication, Emotional Regulation and Transactional Support) ASD support to other schools and the Boolean Maths Hub programme.
- To enhance existing working practices to promote good mental health and wellbeing in both staff and children.

### LEADERSHIP AND MANAGEMENT

#### SUMMARY:

Leadership and management are strong. The outward facing approach, commitment and drive of the leadership team allows for sustained improvement. Safeguarding practices are robust and governance ensures that the school consistently fulfils its statutory duty.

Wellbeing of pupils and staff is a key focus and staff workload is constantly considered.

#### MAIN EVIDENCE

- Outcomes across the school
- National and internal data
- Book scrutinies and observation
- Pupil Voice
- Staff voice
- Parent Questionnaires
- Governance minutes and visits

QUALITY OF EDUCATION- GOOD	
STRENGTHS	NEXT STEPS TO SUSTAIN HIGH QUALITY PROVISION
<ul style="list-style-type: none"> <li>Trull Church of England VA Primary School is a highly effective school. We know our children very well indeed.</li> <li>We are committed to high-quality teaching and learning to raise standards of achievement for all children.</li> <li>There is a rich and engaging curriculum that inspires children to think creatively, be challenged and ensures they enjoy coming to school. A wealth of enrichment days -visits out, specialists coming in, participation in local community competitions and displays, assemblies, theatrical productions, clubs, inter-house competitions and TSF (PTA) events all make Trull Church of England VA Primary School a vibrant place to learn and work.</li> </ul> <p><b>INTENT</b></p> <ul style="list-style-type: none"> <li>The curriculum ensures progression and challenge throughout the school within each subject area, with teachers developing knowledge and skills that build upon previous learning and knowledge.</li> <li>Music and sport are a strength of the school - instrumental tuition and opportunities to participate in theatrical and musical occasions are keenly taken up by pupils. Sport and productive competition have a high profile and children are urged and enthused to live healthy, active lives.</li> <li>The curriculum is constantly reviewed ensuring the needs of the children we serve, are always met. Woven into this curriculum are knowledge and skills-based themes with challenge and increased vocabulary and oracy acquisition resulting in children understanding their learning needs and developing their long-term memory. Pupils are ready for their next stage of education</li> <li>Challenge in our curriculum is evidenced through Proof of Progress tasks, from Basic to Advanced and Deep questioning.</li> <li>We ensure that our children are as prepared as they can be to progress further in life with the skills and self-confidence needed to succeed and we are uncompromising in our ambition for our pupils, and we exhort them to aspire to be the very best that they can be.</li> </ul> <p><b>IMPLEMENTATION</b></p> <ul style="list-style-type: none"> <li>Lesson observations/learning walks and self-review video recordings show that the enactment of the curriculum across the school is strong with many examples of outstanding teaching and learning. Judgements have improved after observations as feedback is acted upon.</li> <li>Where learning is strongest, teachers use clear learning questions for lessons; retrieval practice and metacognitive strategies allow for the retention of new and prior knowledge, plus the use of mini plenaries ensures misconceptions are picked up early.</li> <li>Lesson planning demonstrates good subject knowledge and ensures that all groups of pupils are sufficiently challenged. The rigorous monitoring systems and procedures inform high-quality professional development which in turn is systematically evaluated for impact. As a result, pupil outcomes evidence a growing depth of knowledge and understanding being applied in all subjects over time.</li> <li>Teachers give feedback using incisive questioning and high-quality marking to provide good opportunities for pupils to make next step improvements. Pupils show an enthusiasm for learning as a result and are able to articulate how teachers help them to improve. Pupils demonstrate application of learned key concepts in their responses.</li> <li>Different approaches to assessment ensure that learning is adapted, and assessment practice continues to be informed by new research such as Andy Hinds's learning questions instead of objectives. Expectations, motivation &amp; resilience of learners are high.</li> <li>The use of our assessment provider, INSIGHT ensures that SLT and staff have a clear picture and understanding of where their children are and can track the progress made.</li> <li>Learning Partners aid learning and ensure all children know they have something to offer; and that they learn from everyone else. Children work with and alongside a range of learners and are not restricted to ability groups.</li> <li>Where children have met targets, increased expectations are made as part of the review process. If a target has not been met, teachers work with the SENCO and Leadership Team to develop alternative strategies for success.</li> <li>Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified and actioned. Those children with additional needs are assessed and staff resources are deployed to support pupils, particularly those with SEND and disadvantaged pupils. A thorough provision map is regularly reviewed and adjusted according to need.</li> <li>Parents are involved in their child's progress within school. Two formal opportunities are provided through the year for parents, teachers and pupils to meet - to look at successes and areas for development. We are open to sharing data and are clear regarding what a child needs to do to improve. 3 progress reports are sent out each year so parents are aware of the progress their children are making.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to monitor the impact of interventions used, supporting those children capable of achieving the Greater Depth standard as well as those that need pre-teaching or recapping of objectives.</li> <li>To continue to monitor the whole school approach to guided reading including the application and impact of Unlocking letters and Sounds in KS1</li> <li></li> </ul>
	<p><b>QUALITY OF EDUCATION</b></p> <p><b>SUMMARY:</b> The quality of the education is strong. Well established learning routines and high expectations enable pupils to be independent and confident learners. Our curriculum is consistent, challenging and rich in vocabulary. Oracy is strong as is the memory of learning and our pupils achieve well.</p> <p><b>MAIN EVIDENCE</b></p> <ul style="list-style-type: none"> <li>Outcomes across the school</li> <li>Pupil Progress meetings</li> <li>National and internal data</li> <li>Book Scrutinies and observation</li> <li>Pupil Voice</li> <li>Parent voice</li> <li>Governance minutes and visits</li> </ul>

**IMPACT**

- Achievement across the wider curriculum demonstrates the high quality of provision and achievement across subjects. Pupils take pride in their learning with well-presented outcomes that illustrate the independent application of key skills preparing them for future learning and employment.
- Pupils make strong progress in reading and achieve above national averages at the end of KS2. This is the result of a rigorous and sequential approach to reading from Early Years onwards. Reading is prioritised and high profile and books are celebrated through home reading, reading for pleasure and a systematic approach to diverse text exposure.
- Synthetic phonics is taught systematically and effectively which allows pupils to make excellent progress- the number of pupils passing the Y1 phonics check-in 2021 was 100%

BEHAVIOUR AND ATTITUDES-GOOD	
STRENGTHS	NEXT STEPS TO SUSTAIN HIGH QUALITY PROVISION
<ul style="list-style-type: none"> <li>Our school values interweave all we do and as a result visitors consistently comment on the polite and welcoming nature of pupils as well as the respect they show for each other, the school and staff.</li> <li>Clear leadership and ownership by all staff in the evaluation and implementation of the behaviour policy, has enabled the leadership team to promote the positive ethos and values of the school.</li> <li>Growth Mindset techniques are used throughout the school, ensure that pupils are resilient and can demonstrate pride and independence in their learning.</li> <li>Pupils work collaboratively and purposefully. The school actively promotes resilience and perseverance and children are able to articulate how this reflects on their learning. They are aware that they learn from mistakes and have no fear of getting something wrong.</li> <li>Engagement in the many extra-curricular activities is high. A high number of pupils take up musical instrument tuition which impacts on their self confidence in school and develops Cultural Capital including pupil premium and children with SEND.</li> <li>There are many embedded pupil voice role models open to every child including PP and SEND children, such as playtime buddies, reading ambassadors and the Eco team who work alongside a proactive school council, enabling them to voice their suggestions or concerns which can be acted on.</li> <li>Behaviour throughout the school is excellent with little or no disruption in classes so allowing for uninterrupted learning.</li> <li>Pupils are supportive of each other in lessons and the behaviour of all groups around the school is excellent. Pupils have a range of opportunities to understand and celebrate key values such as democracy and co-operation and show a high level of respect for cultures other than their own including democracy and world culture celebrations.</li> <li>Incidents of disruptive behaviour are uncommon and pupils typically report that their learning is not disrupted by others. Where pupils present particular needs, the school works with a range of external agencies to enable full access to the curriculum to suit their needs.</li> <li>The school has a robust anti bullying and behaviour policy and children have a good understanding of what bullying is and how to deal with it as a result of high profile anti bullying strategies including assemblies, PSHE curriculum focus and kindness awards. The teaching of the risks of cyber bullying and safety is also revisited regularly through assembly themes and the IT and PSHE curriculum to ensure that it is known and high profile.</li> <li>Parents are very supportive of the school. In the latest Parent View analysis 95% said, 'My child is happy at this school'. 100% said that 'The school makes sure its pupils are well behaved' and 90% said bullying is dealt with well.</li> <li>Each class documents comprehensive PSHE, RE and Science curriculum activities in a class floor book. Pupils have a good understanding of how to keep safe and they report that they feel safe in our school. Incidents of bullying are rare and dealt with robustly by school staff.</li> <li>Pupil attendance has been sustained above national averages for the last five years as a result of a robust set of actions- letters are sent out to parents if their child's absence is below an acceptable level.</li> <li>The Head and members of staff are on the gate daily in the mornings which means we are able to monitor any lateness should it arise and challenge parents straight away as a result punctuality is very good and the children start their learning the minute they arrive.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure attendance is rigorously monitored and improves</li> <li>Continue to develop the role of the Wellbeing Lead /Team and children as Wellbeing Champions</li> <li>Monitor the children including the Year 1 children, to ensure they have the support they need, linked in with the SCERTS programme.</li> </ul>
	<b>BEHAVIOUR AND ATTITUDES</b>  <b>SUMMARY:</b> Behaviour throughout the school is consistently good with outstanding features. There is a safe and calm atmosphere around the school enabling the children to learn. Attendance is above national and we have not had any exclusions. Difference is valued and nurtured and any bullying is addressed instantly  <b>MAIN EVIDENCE</b> <ul style="list-style-type: none"> <li>Outcomes across the school</li> <li>Pupil Progress meetings</li> <li>National and internal data</li> <li>Book Scrutinies and observation</li> <li>Pupil Voice</li> <li>Parent voice</li> <li>Governance minutes and visits</li> </ul>

PERSONAL DEVELOPMENT- GOOD	
STRENGTHS	NEXT STEPS TO SUSTAIN HIGH QUALITY PROVISION
<ul style="list-style-type: none"> <li>• SMSC is a strength of ours and has been heralded as such in our SIAMs inspection in November 2017.</li> <li>• Provision for SMSC is excellent with pupils demonstrating a willingness to explore new ideas and experiences. Our curriculum design allows for pupils to constantly share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a variety of ongoing activities including class councils and a comprehensive PSHE curriculum.</li> <li>• Our PSHE/RSE curriculum takes account of statutory RSE and Health guidance as well as including themes relevant to our context such as celebrations of diversity, online cyber bullying and preparing for secondary school transition.</li> <li>• As a result of a robustly implemented PSHE curriculum, regular celebrations of diversity and the high profile of pupil voice, pupils are well prepared for life in modern Britain, understanding how to be responsible, active citizens that contribute positively to society.</li> <li>• Our curriculum recognises the importance of diversity and living in a multi-cultural society which is reflected in our school</li> <li>• Healthy Lifestyles are promoted in the Science Curriculum, during PE sessions and in the SCARF PHSE Scheme of Work</li> <li>• The skills the children develop at Trull are transferred into their futures such as Drama, Sporting and musical accomplishments.</li> <li>• Pupils enjoy a rich and varied curriculum including weekly French and Music lessons, visitors to the school, themed enrichment weeks, residential and use of technology to enhance learning. Our music curriculum is a strength, with visits from and to orchestras and musical performances.</li> <li>• A wide range of clubs are oversubscribed after school. These have included: gymnastics, dance, art, cricket, rounders, netball, athletics, multi-skills, language and football. The take up of peripatetic lessons has a sustained trend with a broad range of pupils accessing them.</li> <li>• Pupils are encouraged to participate in a range of community events to develop their understanding of community cohesion and collaborative working. Pupils have a strength of voice through the school and class councils. They have recorded several successful actions including playtime activities, monitoring collective worship, speaking eloquently to visitors and they have undertaken successful school charity fundraisers.</li> <li>• There are many opportunities for pupils to develop oracy across the school which is a strength through drama and performances as well as in English lessons and other curriculum areas.</li> <li>• High profile school council elections, enterprise activities and fairs including '£5 challenge and enterprise week' ensure that children are fully involved and engaged in the values of the school and wider British society. A creative approach to the delivery of the core curriculum ensures pupils benefit from a variety of opportunities to develop their talents and interests.</li> <li>• Pupils show high levels of engagement, courtesy, collaboration &amp; cooperation in and out of lessons. They are outstanding ambassadors for their school.</li> <li>• The school has well-established systems of pastoral support including a school chaplain, a children's worker, links with external agencies such as children's social care, speech and language teams and specialist teachers. Termly reports demonstrate the positive impact of this provision on individual pupils.</li> <li>• A well-being framework has been implemented to support pupils, parents and staff, this has allowed support to be put in place where and when required</li> <li>• The safety of the children in our school is of paramount importance, Bike-ability, Fire Safety, First aid and Road safety ensure that children remain safe.</li> <li>• Links with our PCSO ensure that safety is reinforced through talks about E-Safety to the children and parents.</li> <li>• Through excellent provision for SMSC from Reception to Year 6, we ensure that our pupils are our greatest asset.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support all pupils to develop through the many diverse aspects of school life and for staff and children to understand racial equality and all forms of bias</li> <li>• Ensure pupil mental and physical health is catered for and developed</li> <li>• Maintain and monitor high standards of mental health and wellbeing of all pupils and staff</li> </ul>
	<p><b>PERSONAL DEVELOPMENT</b></p> <p><b>SUMMARY:</b> The school promotes the extensive personal development of our pupils. All of our pupils have a rich, varied curriculum and experiences at Trull which result in the children being confident and resilient learners. Our pupils are prepared for life in Modern Britain and know how to debate issues and respect others.</p> <p><b>MAIN EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Book Scrutinies and observation</li> <li>• Visitor comment from visits</li> <li>• Displays around the school</li> <li>• Pupil Voice</li> <li>• Parent voice</li> <li>• Governance minutes and visits</li> </ul>



THE EFFECTIVENESS OF THE EARLY YEARS- GOOD	
STRENGTHS	NEXT STEPS TO SUSTAIN HIGH QUALITY PROVISION
<ul style="list-style-type: none"> <li>• All groups of learners demonstrate strong progress from starting points as a result of the high expectations of adults. The percentage of pupils attaining or exceeding a Good Level of Development has been above the national percentages for the last five years with pupils making excellent progress from their baselines even after the demographics have changed. Pupils currently at the school continue to make good or better progress.</li> <li>• Our EYFS curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning. This has resulted in pupils who quickly develop learning approaches which are collaborative and sustain high levels of concentration and engagement.</li> <li>• We pay particular attention to the development of language and oracy through a language rich provision and role play activities as well as SMSC activities especially after the pandemic.</li> <li>• Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance embedded in daily practice. They are able to demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour as a result of the skilled intervention of adults. Children with particular need are catered for well and in partnership with their parents.</li> <li>• Systematic teaching of phonics, alongside a well-managed home reading programme ensure that children commonly write and read well. Reading books are celebrated across the school and children benefit from both independent and group reading activities.</li> <li>• The quality of teaching from teachers and support staff is consistently good with much outstanding practice and as a result all groups of children make rapid progress.</li> <li>• Accurate assessment informs both group and individual supports teachers to be efficient and informs 'next step' planning. This is shared with parents.</li> <li>• Objective led planning ensures that children across the ability range are well catered for and taught from their individual starting points in adult led activities.</li> <li>• The thorough planning takes into account the wealth of knowledge gained from high quality observations both of child initiated and adult led activities</li> <li>• The thorough moderation that takes place across phase as well as at Local moderation meetings ensures the wealth and breadth of evidence matches the child's ability and results in a high level of consistency of judgments.</li> <li>• Number is taught systematically and results in children applying these skills in books and in oral activities. Independent number and mathematics activities are carefully planned to inspire and engage pupils.</li> <li>• Children are confident to take risks and enthusiastically use our play apparatus to explore and develop physically. Alongside our healthy eating policy, children have access to fruit and milk throughout the day and activities are planned throughout the year exploring the importance of healthy living.</li> <li>• Any child at risk of not making sustained progress is identified and early interventions are put in place</li> <li>• Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well attended visits, activities and workshops as well as termly reports &amp; meetings. Evaluations of visits demonstrate that parents value these opportunities and are keen to be involved.</li> <li>• Pupils move from EYFS to Year 1 seamlessly as a result of the strong foundations established in the early years result in excellent progress from baseline to the end of KS1.</li> </ul>	<ul style="list-style-type: none"> <li>• For subject leads to ensure they build upon their deep and accurate understanding of the EYFS and their impact at raising standards and contributing to the whole school curriculum and pedagogical development.</li> <li>• To implement and monitor the Boolean Maths Hub of mastering number through, 'Number Sense' in the EYFS</li> </ul>
	<p><b>THE EFFECTIVENESS OF THE EARLY YEARS</b></p> <p><b>SUMMARY:</b> The EYFS curriculum is good and ensures there are no barriers to the children's learning regardless of backgrounds, circumstances or needs. It builds on what the children know and can do as well as their interests. This ensures they are KS1 ready by the end of the Summer term. Oracy is key throughout and the systematic teaching of phonics allows the children to read words and simple sentences by the end of Year R.</p> <p><b>MAIN EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Book Scrutinies and observation</li> <li>• Internal and external data/Tapestry</li> <li>• Planning scrutinies</li> <li>• Pupil Voice</li> <li>• Parent voice</li> <li>• Governance minutes and visits</li> </ul>