

KIBBLESWORTH ACADEMY

School Self Evaluation 2020-2021

November 2020



Context:

Kibblesworth Academy is a smaller than average-sized primary school where almost all the pupil are of White British heritage. The proportion of disabled pupils and those with special educational needs is lower than the national average. This is also the case for the proportion of disadvantaged pupils for whom the pupil premium provides support, which currently stands at 19% of the school population.

The school currently meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

The school employs eight full time teachers, two-part time teachers, and one head teacher.

The school employs the following support staff: Five level 3 TA's and an admin team of two. In addition, there is one caretaker and five lunch time supervisors.

The Head teacher, Deputy Head teacher, School Business Manager, EY lead and SENDCO form the current Senior Leadership Team. The SLT meet bi-weekly or more frequently when required, and feed back to staff through the weekly full staff meeting.

There are 161 children on roll at the Academy, 79 boys and 82 girls (Sept 20). Within this we have children attending nursery. In school 27 (17%) children are currently on the SEND register, two of whom are in receipt of EHCP funding.

Although there is a wide range of ability, the attainment and skills on entry are broadly inline with age related expectations. On entry to nursery, many of our children display communication, speech and language difficulties.

Progress against previous inspection	
Areas to improve	Progress
<p><i>Increase the level of challenge in lessons so that a greater proportion of pupils reach the higher standard in national tests.</i></p>	<p>Actions -</p> <ul style="list-style-type: none"> - School applied to successfully join NE Maths Hub to develop maths provision for the most able. Work has been undertaken in collaboration with the Hub to develop provision and pedagogy across all year groups. - Successfully gained funding through NLE programme to develop more able provision.(2016-2017) Funding - Identified member of SLT (Sarah Renton) with responsibility for provision for the most able across all curriculum areas. - Continued development of pupil reviews to identify most able and those who have the potential to work at greater depth. - Development of master classes for Y2, Y5 and Y6 relating to reading, writing and maths across the year. - Development of pupil mentors for core subjects (Blue badge mentors) supporting the most able in other year groups. - Development of STEAM project for Spring Term 2019 - Lesson are designed with a focus on the development of the most able pupils. <p>Impact -</p> <ul style="list-style-type: none"> - In EY (2018) 23% of pupils achieved exceeding for reading, 19% for writing, and 24% for number. These were slightly above the LA results of 21% (reading), 16% (writing), 22% (maths) - KS1 combined greater depth RWM (2018) increased from 10% (2016) to 21% (2017) - ten percent higher than the LA and national average. Individually, the only subject below the national average for greater depth was reading 21% cf 25% (2018) - In 2019, reading had increased 20 30%, 5% above the national average. Greater depth writing stood at 26% in 2019, and maths stood at 35%, continuing the strong progress in this area. - KS2 combined greater depth RWM (2018) sat at 13% cf 10% national. Greater depth for individual subjects were broadly in line with national figures. In 2019 this figure fell to 5% due to a lower than expected return on greater depth reading. Greater depth exceeded the national averages in all areas with the exception of reading, with maths standing at 42% cf a national figure of 27%
<p><i>Further develop planning, teaching, and assessment in subjects outside the core of reading, writing and mathematics.</i></p>	<p>Actions –</p> <ul style="list-style-type: none"> - Development of a thematic approach grounded in development of skills and coverage of knowledge - Development of new assessment framework for none core subjects to work alongside classroom monitor. - Development of more independent, whole school units of work to develop cohesion and ensure all gaps are filled. - New overview documentation for all subjects, illustrating depth of coverage. - CPD sessions undertaken with LA on role of subject leader, and Historic England on building a history unit using research. - Development of teaching and assessment in PE through support of subject leader and external coaches. <p>Impact –</p> <ul style="list-style-type: none"> - Quality of teaching in humanities has increased through increased awareness of skills and knowledge elements and their delivery. - Skills have been developed and embedded more consistently through school due to the use of the book plate system to ensure that the correct elements are being taught within the creative framework. - Children are developing a clearer understanding of the knowledge which needs to be assimilated within each subject – “sticky facts.” - Children are clearer about the skills which are being taught and are able to transfer these skills into other lessons.
<p><i>Ensure that boys in the early years make rapid progress so that they reach the same standards as the girls and are KS1 ready with whole school expectations.</i></p>	<p>Actions -</p> <ul style="list-style-type: none"> - Planning and provocations are designed to ensure that boys are encouraged to engage with all areas of the curriculum. - Texts are selected to engage boys, and where pupils' interests are followed, materials to stimulate the boys are introduced into the areas to ensure they remain engaged and develop good attitudes to learning. <p>Impact -</p> <ul style="list-style-type: none"> -The gap between girls and boys writing has closed. 81% of boys achieved the expected level in writing in comparison to 80% of girls.(2019)

School improvement priorities				
1. Quality of education	2. Behaviour and attitudes	3. Personal development	4. Leadership and management	5. Quality of education in Early Years
<p>Further develop the consistency of our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy.</p> <p>Secure standards of attainment and achievement, relative to pupils starting positions, in reading across all key stages.</p> <p>Secure attainment levels at the end of KS2, with particular reference to the percentage of children working at greater depth in reading and writing.</p> <p>Development of remote teaching and blended learning opportunities</p>	<p>Develop consistency in implementation of a positive behaviour policy across classrooms, including scripts, rules and rewards.</p>	<p>Develop and embed revised PSHE / RSE curriculum across the school</p> <p>Embed SMSC within the curriculum, raise aspirations, and develop a cohesive, sequential plan to increase cultural capital</p> <p>Develop a strategy to support the mental and physical wellbeing of pupils, with particular reference to diet and exercise</p>	<p>To facilitate link governor visits to deliver effective challenge and support to school leaders.</p> <p>To continue to develop leadership at all levels within school to allow phase leaders to monitor the progress of year groups, areas of learning and pupil groups.</p> <p>To further develop staff wellbeing strategy</p>	<p>To develop pupil review methodology in the Early Years</p> <p>To embed the consistent delivery of high quality phonics</p> <p>To develop a consistency in provocation and approach across EYFS with particular reference to Cornerstones units</p>

QUALITY OF EDUCATION - GOOD

Strengths

Intent:

Our school is in the process of creating a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEN or disability, the knowledge and cultural capital they need to succeed in life. This curriculum is based on the National Curriculum and adapted to match our local context and the needs of our pupils.

At Kibblesworth Academy, this means taking the end-of-year and end of phase expectations and delivering them in a way that:

- Is developmental
- Takes into account our local history, environment and heritage
- Links with local, national, and international events
- Welcomes the skills and experiences of visitors, and the opportunities educational visits create
- Values equally the development of skills and the assimilation of knowledge
- Challenges all learners to challenge themselves
- Develops resilient, inquisitive learners
- Helps to equip all pupils to take their place in British society in the 21st Century.

Curriculum policy - http://www.kibblesworthacademy.org.uk/website/policy_bank/411093

Learning and Teaching policy - http://www.kibblesworthacademy.org.uk/website/policy_bank/411093

Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Our pupils study the full curriculum; it is not narrowed. Senior leaders, in conjunction with subject leads, have designed the curriculum in such a way so as to ensure that coverage is secured, challenge is clear, and progression is in place. Medium term plans must all include non-negotiable elements including the development of cultural capital, visits, visitors, and opportunities to extend the most-able, and are built around key assessment statements to ensure rigor. Evidence of character education, PSHE and SMSC are embedded within these plans. Plans are then quality assured by the HT and DHT before being delivered by class teachers.

The needs of groups of pupils are identified and championed by members of the SLT. Pupil Premium, SEN, and Gifted and Talented learners are considered at all stages of curriculum design and implementation to ensure effective provision. This is then monitored termly with reports submitted to link governors to support effective challenge.

Our pupils study the full curriculum; it is not narrowed. A broad range of subjects are taught across Key Stage 1 and 2, as exemplified by the national curriculum. Timetables are established, followed and monitored to ensure coverage and consistency are maintained across the school. Our system not only records intended coverage and progression, but also actual coverage based on the content of the lessons delivered by class teachers. This ensures that coverage is complete and any gaps which may exist are addressed promptly.

Implementation:

Our teachers have good knowledge of the subjects they teach. Our leaders provide support for teachers who are new to our school, or working in new key stages, phases or year groups. Subject leaders provide support with subject knowledge and progression through their detailed knowledge of the subject. This support is enhanced through a bespoke CPD offer, both in-house and with external partners. This CPD has had impact within classrooms through access to new strategies and a greater consistency across the school. Subject matter is presented clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identifying misconceptions accurately and provide clear direct feedback. Teachers use a range of techniques and technologies to support this including visualisers, careful questioning and whiteboards. In doing so, our teachers respond and adapt their teaching as necessary.

Over the course of study, our teaching is designed to help pupils remember long term the content and skills they have been taught and to integrate new knowledge into larger ideas. This is achieved through a carefully planned spiral curriculum which gives planned opportunities to revisit skills and learning. Evidence of this acquisition of skills and knowledge, and also the revisiting of these skills, can be noted through classroom observations and work scrutinies which are carried out regularly, and also through scrutiny of our curriculum mapping software.

Teachers and school leaders use assessment well, to help pupils embed and use knowledge fluently or to check understanding and inform teaching. Feedback and marking is constantly evaluated, and methods of feedback have been evaluated and amended for the current academic year, including the use of feedback journals across KS1 and KS2. Training on self and peer assessment has been given, and the impact of this can be seen across the curriculum in classrooms. Our current feedback policy uses research to inform our approach of "dynamic marking" during lessons, where feedback is given to pupils at the point where it will make the most impact. As a school we also recognise the limitations of assessment and avoid using it in a way that creates unnecessary stress or work for pupils or staff,

	<p>Technologies are used to ensure assessment is fit for purpose, including the use of Classroom Monitor, Cornerstones Accelerated Reader, Big Maths and Times Tables Rock Stars.</p> <p>Our teachers create an environment that focuses on pupils. Materials and resources selected by staff clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The resources used are selected through collaboration between subject leaders and class teachers to meet the needs of their pupils and cohorts. Investigation tables are encouraged in all classes to bring learning to life and promote additional questioning and independent enquiry. The work set is demanding and expectations are high. Progression is clear across the school and allows for the assimilation of facts and knowledge to meet the curriculum demands by the end of KS2.</p> <p>Reading is prioritised as a key area for development within school. Class libraries have been established and reading stock renewed to re-invigorate a love of reading in all Key Stages. A clear strategy in terms of coverage and progression for class reading texts has been established to ensure that all pupil are exposed to a range of genres and gain a depth of knowledge by the end of Key Stage 2. This has also been mirrored in the development of our Reading Rails resource which operates across Key Stage 1 and 2. Observations and discussions with pupils demonstrate that the majority of pupils exhibit positive attitudes to reading. Reading assessment data from Accelerated Reader demonstrates that engagement time is increasing, and as a result attainment and progress and rising. SLT monitor reading habits and engagement weekly, with positive conversations taking place with pupils to guide reading choices.</p> <p>A rigorous and sequential approach to the reading curriculum exists, which is designed to develop pupils' fluency, confidence and enjoyment of reading. (See teaching and learning policy) Reading for enjoyment, and the ability to choose books which engage and excite, is seen to be a key element in our approach to the teaching of reading. This is primarily achieved through teachers supporting and guiding book choices through the use of Accelerated Reader. In earlier years, the choice of books are closely aligned to the phonics knowledge pupils are taught when they are learning to read, and this allocation is carefully managed by class teachers. Reading attainment is assessed regularly in all Key Stages, gaps are identified and addressed quickly and effectively.</p> <p>We focus on ensuring that younger children gain the phonic knowledge and language comprehension necessary to read and the skills to communicate as a foundation for future learning. This has had the impact of the school exceeding the national average % for at least the expected standard in Communication and Language for the last four years at the end of Reception. The percentage of pupils performing at or above the required standard in the Year 1 phonics test is broadly in line with the national average, and has been at least at this level for the last four years.</p>
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Our teachers ensure their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well. In order to support staff, this is part of performance management, and support and training has been given to staff where required.

Impact:

Our pupils develop detailed knowledge and skills across the curriculum, and as a result, achieve well. This is reflected in our results from national test that meet government expectations. Our pupils are ready for the next stage of their education, be that the next key stage within our school, or the challenges of secondary school.

Foundation Stage –

On entry data indicates that the pupils enter the school below age related expectation across the prime areas of learning. A significant number of children enter Nursery with poor skills in Communication and Language and Health and Self-care. A large proportion of children enter Nursery below ARE in Literacy and Mathematics. By the end of Reception, our most recent data (2019) indicates that 61% of pupils achieved a good level of development compared with a national figure of 71% This represents a drop in attainment compared to the previous three years where our outcomes exceeded the national figures by at least 10%. This drop has been attributed to cohort variance, and data indicates that the majority of pupils made good progress from their individual starting positions. Projections for 2020 were very promising with 71% percent achieving the expected standard for Reading, 62% for Writing and 87% for Number. In addition, 17% of children were exceeding in Reading, 17% in Writing and 25% in Number. Compared to the end of year data for 2019, this is a very positive projection.

Key Stage 1 –

By the end of Key Stage 1 in 2019 (last external data collection) pupils were in line with or above national averages in reading, writing and mathematics in terms of expected level in all subjects. The percentage of pupils working at greater depth within school exceeded national averages in all subjects. Our current in-house tracking shows that at Assessment Point 2 (AP2) all subjects were at least in line with targets, with reading and writing exceeding. In terms of greater depth, both reading and mathematics were 6% above target with writing 5% below target.

Reading - 83% achieved the expected standard compared to 75% nationally in 2019. This gap has widened against national by 3.9% from 2018, now standing at 7.7% At greater depth, school exceeded the national figure by 5.4%,

standing at 30.4% This has risen from a position of 21% in 2018. Girls outperformed boys by 4.6% in reading, with both groups exceeding local authority levels in this subject. Of the children in receipt of the pupil premium, 66.7% reached the expected standard in reading, compared to 62.2% across the local authority. 50% of pupils receiving SEN support achieved the expected standard compared to 36% across the local authority. No children in receipt of the pupil premium achieved greater depth for reading, as was the case with SEN pupils. Both cohorts were small, containing three and two pupils respectively. A gender gap exists in reading at greater depth, with 46% of girls achieving the higher standard compared to only 10% of boys. This gap has widened from 28% in 2018 to 36% in 2019. This compares to a local authority gap of 7.1% In house assessment information indicates a similar pattern would have been achieved if the 2020 external assessments had gone ahead.

Writing – 78.3% achieved the expected standard in writing compared to 69% nationally. The percentage working at greater depth also exceeded national figures with 26.1% achieving the higher standard compared to a national figure of 14.8% Both gaps have widened compared to the national averages and show an improving trend over the past four years. As was the case with reading, no pupils who are receipt of the pupil premium achieved greater depth in writing. This was replicated with SEN pupils. A similar gender gap exists to reading within school, (28.5%) an increase against last year (19.3%) Once again, this gap is wider than the local authority gender gap, which is 7.1%. In 2020, it appeared that this cohort were in danger of not achieving their greater depth target, (10% cf 15%) which will require additional attention in the 2020 / 21 academic year.

Mathematics – 87% of pupils achieved the expected standard + compared to 75.6% nationally. 34.8% of pupils achieved greater depth compared to 21.7% nationally. 100% of pupil premium pupils achieved expected standard + in mathematics, with 50% of SEN pupils achieving the same standard, both figures exceeding the local authority averages, although cohorts were small. The gender gap in mathematics stands at 5.4% at the expected standard compared to 0.8% across the local authority. At greater depth, the gender gap stands at 8.5% compared to 7.9% across the authority, making it more consistent than reading and writing. A third of pupil premium pupils (1 out of 3) achieved greater depth in mathematics. Again, this strong pattern of results was on track to be repeated in 2020.

Reading, Writing, Maths combined –

When looking at the combined figures, 78.3% of pupils achieved the expected standard compared to 64.9% nationally. At greater depth, 21.7% achieved the higher standard compared to a national figure of 11.2%

Year 1 Phonics - 81% of pupils achieved the standard compared with 81.9% nationally. These figures were consistent with expectations. The 2020 cohort were on track to perform broadly in line with ARE at the point of lockdown.

Year 2 Cohort Attainment (July 19)

Subject	Proportion ARE	Proportion National ARE
Reading	83	75
Writing	78	69
Mathematics	87	75

Subject	Proportion GD	Proportion GD
Reading	30	25
Writing	26	15
Mathematics	35	22

Key Stage 2 (2019 results and 2020 projections)

In 2019, 66.7% of pupils met the expected standard in Reading, Writing and Mathematics combined. This compares favourably with the national average of 65%. This was an increase of 4.2% on last academic year, and demonstrated good progress for the majority of pupils. Writing was the strongest of the three areas at the expected standard, with 81% of pupils achieving the expected standard. This relative strength in writing was validated through 85.7% of pupils achieving the expected standard in Spelling, Punctuation and Grammar. Mathematics and reading both stood at 76.2%, but with scaled scores of 106 and 104 respectively, and progress scores of 1.4 and 0.4, demonstrating good progress in these areas. The relative strength of the majority of pupils in Year 6 in mathematics is demonstrated through 42.9% of pupils achieving greater depth, which was matched in SPAG. Reading has proven to be a weaker area at greater depth, with 19% of pupils achieving this standard. This variation in standards between the core subjects led to a combined figure of 4.8%, with only one child attaining greater depth across reading, mathematics and writing. Given the cohort size, we still remain broadly within one child of the national figure of 10.5%, but this is certainly an area for further development.

Projections for 2020 were very positive. The 2020 cohort consisted of 31 children and at the time of lockdown 80% of pupils were expected to achieve the expected standard in reading, writing and mathematics combined. We were also expecting an increase in the percentage of pupils working at greater depth. At the point of lockdown, 23% of pupils were working at greater depth for writing, which is a significant improvement on 2019. Other subjects were broadly in line with targets and expectations.

Progress rates varied across the subjects between **genders**, with girls outperforming boys in reading and writing, but falling behind in mathematics. Boys made negative progress (-0.3) in writing against 2.3 for girls, whilst conversely girls made 0.2 points progress in mathematics against the boys' 2.6 points. **Disadvantaged pupils** made positive progress in writing and mathematics, but negative progress (-1.0) in reading. This was due to a lack of engagement from two pupils (out of 6) both of who were boys, and one of which was also SEN.

Subject	Proportion ARE	Proportion National ARE
Reading	76	76
Writing	81	80
Mathematics	76	79
SPAG	86	

Subject	Proportion GD	Proportion National GD
Reading	19	26
Writing	24	20
Mathematics	43	28
SPAG		

Subject	Progress measure
Reading	0.39
Writing	0.96
Mathematics	1.43

Subject	Average scaled scores	National average scaled scores
Reading	104	104
Mathematics	106	105

Areas for further development -	

Further develop the consistency of our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy.

- Vision for each subject, linked to whole school curriculum vision, written and published, demonstrating intent.
- Clear coverage mapping for all curriculum areas, including approach to recovery curriculum in light of COVID 19 pandemic.
- Continued embedding of PSHE / RSE offer across all year groups.

Secure standards of attainment and achievement, relative to pupils starting positions, in reading across all key stages.

- Increase reading engagement time for all pupils.
- Development of guided reading sessions across all year groups.
- Continue to develop early reading and phonics leadership.

Secure attainment levels at the end of KS2, with particular reference to the percentage of children working at greater depth in reading and writing.

- Further develop more able offer to ensure a greater percentage of pupils are consistently working beyond ARE, particularly in the current Year 6 and Year 4 cohorts, for reading and writing.

Development of remote teaching and blended learning opportunities

- Put in place training and resources for staff and pupils to allow remote teaching from September 2020 to cover all curriculum areas

BEHAVIOUR AND ATTITUDES : GOOD

Strengths	<p>During our previous Ofsted in June 2017, pupils' personal development, behaviour and welfare was graded outstanding. We continue to have high expectations for pupils' behaviour and conduct, and our expectations are made clear across the school and applied fairly in all classes. In 2019, in collaboration with the school community, we redeveloped our school rules, reducing them and simplifying them to three words – ready, respectful, safe. This was further embedded during the early period of 2020 through additional staff training and ongoing work with the school community. This has supported a consistent approach to behaviour management as all conversations are framed using these rules as a bedrock. As a consequence, all pupils know and understand the school rules, and can articulate them clearly in a range of contexts when asked. Children are polite and respectful to staff, visitors and other pupils, holding doors open and addressing staff and visitors as they walk past them. Pupils are keen to take on high profile roles and responsibilities in school such as digital leaders, sports leaders, school council, eco-council and our oldest children enjoy being mentors to others around school. This is consistent with our values and having a concise behaviour policy with clear rewards and sanctions. Pupil adherence to school rules and their understanding of our shared school values is demonstrated by a very small amount of low level disruption in classrooms and incidences during break times. Leaders monitor behaviour and actively support through CPD sessions. The focus of our first training day of the academic year was on behaviour change and how we build further consistency in school. Staff have begun to implement scripted responses when dealing with low level incidents. This is supporting children to quickly change their behaviour and not impact on others and learning.</p> <p>Bullying is not tolerated at this school in any form and is thankfully a very rare occurrence. (Two recorded issues across the 2019 – 2020 academic year.) Some additional incidents which were initially identified as bullying by parents and / or pupils were in fact disagreements or incidents which did not fall into the definition of bullying. As a whole school, we proactively look at ways to modify behaviours, online and face to face, to champion British Values, and create an inclusive school community. Where situations arise, the use of CPOMS continues to quickly inform SLT to any patterns in a child's behaviour and supports them to address any issues appropriately. Staff and pupils work hard to create an environment where all forms of bullying are challenged, and where bullying behaviour is observed or reported, direct work is undertaken to support both the perpetrator and victim. Where appropriate, school has initiated a range of support strategies for individuals and wider groups, tailored to each situation. We also work proactively to develop our relationship education to build respect and tolerance to avoid potential issues occurring. This work was extended to the wider community through our I-CARE values in 2019, where all stakeholders, including parents and families, worked together to</p>
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develop a set of core values and standards we would all agree to adhere to. This has proven to be an invaluable framework for discussions with both parents and children. An exploration of the school vision and values was undertaken in early 2020 where a revised set of values was put in place specifically to support the children. Due to the success of the three simple behaviour rules, or values are now centred around five key elements -

- Be Caring
- Be Brave
- Be Curious
- Be Responsible
- Be Involved.

These values chime with our ICARE behaviour values which are now aimed at parents, staff, governors and other stakeholders, but in a more accessible way. These values will be brought to life through a series of lessons / assemblies at the start of the 2020 / 2021 academic year, as well as being explicitly woven into all lessons, including PSHE.

For pupils with specific needs that impact on behaviour, the school provides swift, decisive and personalised responses to ensure that behaviour improves. The school works closely with parents/ carers and external agencies to support these pupils. Work of this nature is always done in consultation with parents, and in many cases this can lead to a team around the family, and support being put in place at many levels. ELSA training is being carried out by one of our teaching assistants to further support emotional literacy in school which will provide an additional level of support for all pupils. (ELSA)

Our pupils have high attendance, come to school on time, and are punctual to lessons. Our attendance for the 2019 2020 academic year stood at 95.4% at lockdown. Although acceptable, this was below our own target of 97%, partly due to some absences just before lockdown and also due to the school being impacted by a winter flu bug late in 2019. When this is not the case, systems are in place to support and intervene to resolve the issue. Punctuality is high and is supported through the positive start to the day created through our Bagel Breakfast scheme. All children from Nursery to Year 6 start the day with a bagel breakfast with their teachers and support staff from 8.45am. This has proven to be a very effective way to build relationships and trust, as well as develop personal and social education. Where issues have occurred with an individual's attendance and

	<p>punctuality, further interventions have been put in place, such as attendance at the core breakfast club from 7.45am, and also nurture breakfast at the start of the school day. These strategies, combined with attendance rewards and an exciting curriculum offer, have all led to our positive attendance situation.</p> <p>Fixed term exclusions are used appropriately and sparingly to reinforce behaviour expectations, and all pupils are re-integrated with an appropriate support plan, usually involving a referral for additional support from external agencies. Restorative conversations are the norm, ensuring that even in these challenging situations, relationships remain positive and respectful, allowing children to feel safe and secure within school.</p>
	<p>Actions from previous year:</p> <p>To develop consistency in terms of implementation of a positive behaviour policy across classrooms, including scripts, rules and rewards.</p> <ul style="list-style-type: none"> • A positive and purposeful learning environment based on strong relationships at all levels led to a reduction in low level incidents across the school as recorded on CPOMS. This was also mirrored by a reduction in fixed term exclusions, both internal and external. • A consistent approach to behaviour and relationship management at all levels across the school. This was reflected positively by pupils' attitudes and understanding of behaviour across school. • Pupils report that they feel safe and happy in school. They also report that they know how to deal with a problem and who to turn to. • A policy which supports and reflects good practice across the setting. There is starting to be a much clearer link between policy and practice across all key stages, and a greater consistency across phases and classrooms in terms of implementation.
	<p>Areas for development</p> <p>To develop consistency in terms of implementation of a positive behaviour policy across classrooms, including scripts, rules and rewards.</p> <ul style="list-style-type: none"> • Develop consistency of implementation across the school, and also incorporate lunchtimes more effectively. • Discuss with pupils how the positive behaviour policy could be enhanced. • Increased focus on rewards and recognition of positive behaviour as the expectation and norm. • Inclusion of Jigsaw PSHE resources in overall behaviour strategy. • Incorporate new school values into behaviour strategy

PERSONAL DEVELOPMENT : **GOOD**

Strengths	<p>We recognise that in order to develop the whole child, our curriculum must extend beyond the academic elements. Our approaches to developing SMSC across the school can be found in our SMSC policy and supporting documents. One example of this is the continued development of our ICARE values which were launched with parents, governors and pupils in 2018 through a community art event. The pupils' commitment to their personal development is also exemplified through their work towards their Values Passports. Experiences are planned to increase their respect, empathy and understanding of the lives of others. This is exemplified through the Y6 mentor program and their involvement in training to become peer mentors, supporting classmates, and where possible, younger children across the school to resolve conflicts and disagreements amicably and maturely. Visitors and guest speakers are also used to enhance these areas of the curriculum, for example the visit of Richie Smith to discuss the challenges and benefits of living with autism.</p> <p>The work we do encourages confidence and resilience, and a greater degree of independence in our learners. This runs through all curriculum areas, as well as in a planned series of assemblies and PSHE sessions in classrooms, often taking place during bagel breakfast sessions. Developing the character of our pupils is systematically planned for, with all pupils given the chance to work both within school and the wider community in this area; visiting local businesses, community centres and care homes to become part of their local community. Current affairs and events which are in the global news are also considered and used as vehicles for discussion during PSHE times, and often used as a stimulus for future learning across the curriculum. Examples of this were the use of key texts in literacy to explore important issues such as Journey to Jo'burg to explore racism and apartheid, Wonder, to explore our attitudes to those who are different to us, perhaps through a disability, and The boy at the back of the class, where the issue of immigration and refugees, and how we treat them as a society is explored. Themed activities also take place in conjunction with national and global events to ensure that as a school we have a proactive approach to tackling issues such as racism and discrimination.</p> <p>Our pastoral support is a strength of the school, with a well-established network of support in place around all pupils. Pupils support each other well, and nurture groups and 1:1 support are used frequently to support children when they need it most. This 1:1 and small group tailored support has reduced exclusions and led to successful outcomes for pupils who have been offered the additional support. Where required, additional support is engaged from beyond school, an example of which was counselling for pupils and families who had suffered bereavement. This has also been enhanced through one of our existing support staff undertaking the Emotional Literacy Support Assistant (ELSA) training. Classes also engage in activities to promote mindfulness and mental well-being, and this is a strong focus of our assembly program across the year. Our pastoral support and the relationships we have with pupils and families were used effectively to support our community during the COVID-19 pandemic. Vulnerability audits were carried out on all pupils on roll to establish which pupils should be encouraged to attend school during the lockdown. This allowed us to adapt to</p>
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changing needs rather than just following the SEND / PP / FSM registers. All pupils and parents were also contacted by telephone by their class teacher during lockdown to check in and offer support where needed.

We also consider the pupils' physical health and development, having a strong PE and sport offering within school. A range of clubs and activities are on offer for all year groups across the year, and we have a high participation rate in inter schools competitions and festivals, as evidenced by our Gold Schools Games Award 2020. As a school we also engage external support to increase participation rates in sports outside school, as evidenced through our gymnastics and American football clubs which have all led to increased uptake at club level. We have also engaged external consultants to review our packed lunch and school meal offering to increase the percentage of healthy packed lunches being taken at school, and also to increase our healthy school meal uptake.

Extra-curricular clubs are in place and designed to stretch and challenge pupils. Where pupils show the capacity to excel in a particular area, links exist with local clubs and providers, and we have evidence of pupils going on to participate and represent at national level in sports ranging from gymnastics, acro-gymnastics, boxing, American football and swimming. Clubs also exist to promote mental wellbeing, such as our gardening and Lego clubs, where opportunities for discussion and reflection exist and are nurtured.

We plan to prepare children for life in modern Britain and are aware that as a school with a predominantly white British heritage, it is vital we educate our pupils to respect and understand other faiths and cultures to allow them to make a positive contribution to multicultural society. Our approaches to the delivery of fundamental British values can be found in our British Values policy, and include our use of school council and eco-council to teach the children about democracy, as well as our work around our three school rules to develop an understanding of the rule of law. We develop an understanding and tolerance of others' faiths and beliefs through a series of planned assemblies and visitors who help to broaden our pupils' understanding of faiths and cultures.

Our pupils are generally very respectful of each other, and few incidences of discrimination occur. When concerns to arise, they are not tolerated and are addressed in such a way that the perpetrator is re-educated to avoid repeat offenses. One of the reasons we do have few issues with regard to discrimination is due to the fact we provide all pupils with meaningful opportunities to take responsibility around school and be active members of the school community. This can be illustrated through our peer mentor system and their responsibility to role model expected and desired behaviours across school. As a school we also encourage pupils to think about their place in the wider community. Examples of this involvement include the eco-council's work on improving the local environment, including parks and communal areas around the village and the sports crew's charity work, which led to the school and local community raising almost £2000 for Cancer Research UK in 2019.

	<p>Our SMSC and British values work is evaluated and evidenced through SMSC grid tracker which contains evidence and an overview of our work to date in this area. It is also used to plan opportunities to ensure coverage is mapped across all year groups.</p>
<p>Actions from previous year:</p> <p>Explicitly develop character education and SMSC within plans for all curriculum areas.</p> <ul style="list-style-type: none"> • Policy in place which is designed to develop SMSC with embedded elements of character education. • Grid tracker illustrates a wealth of experiences and opportunities for all year groups. • Children can talk about a range of cultural experiences they have been involved in across their time in school. A clear plan is in place to ensure that these experiences are broad and equitable – our pupil pledge. • Beyond the academic curriculum, children are provided with opportunities and experiences to help them develop spiritually, morally and socially. <p>Redevelop RSE and PSHE offers for all key stages</p> <ul style="list-style-type: none"> • PSHE / RSE resources purchased and curriculum coverage mapped out. • Development of this area was planned for Summer 2020 – unable to complete due to COVID 19 so will be moved to new development plan. <p>Increase opportunities for pupils to engage with wider community.</p> <ul style="list-style-type: none"> • Strong involvement of classes in community events around the village. • Greater emphasis on visitors, such as the Mayor of Gateshead, to support the pupils in one of their units. <p>Increased impact of school council in life of the school.</p> <ul style="list-style-type: none"> • School council relaunched with regular meetings. <p>Increase percentage of KS2 pupils accessing healthy meals at lunchtime.</p> <ul style="list-style-type: none"> • Development of this area was planned for Summer 2020 – unable to complete due to COVID 19 so will be moved to new development plan. 	
Areas for development	

Develop and embed revised PSHE / RSE curriculum across the school

- Develop P4C as part of PSHE and wider curriculum offer
- Develop peer mentor model and role for pupil advocates.
- Pupils talk confidently about issues relating to SRE and PSHE
- Teachers are confident delivering a well-resourced and appropriately structured curriculum.
- Work and displays are evident around school demonstrating and celebrating work in this area.
- Mentor scheme to be developed (Green and Blue)

Embed SMSC within the curriculum, raise aspirations, and develop a cohesive, sequential plan to increase cultural capital

- Engage with industry and university links through STEAM events to raise aspiration levels of pupils and wider community.
- Further develop SMSC policy to embed elements of Jigsaw.
- Increase explicit SMSC links and opportunities in Cornerstones planning and literacy.
- Develop new values model and passports to make ICARE more accessible to children.
- Ensure pupil pledge elements are mapped, embedded and evident in curriculum offer.

Develop a strategy to support the mental and physical wellbeing of pupils, with particular reference to diet and exercise

- Continue to work with Better Lunchtimes to achieve mark and improve lunchtime offering and school meal uptake.
- Continue to develop PE and Sport strategy to increase participation rates across the school and improve levels of fitness.

LEADERSHIP AND MANAGEMENT: GOOD	
Strengths	<p>Leadership and Management continues to be good. Since our last inspection leadership and management has continued to strengthen. The introduction of our school ICARE values have been developed with all Senior Leaders, Middle Leaders, Teachers, Governors, Parents and Pupils in order to establish an ambitious vision for all pupils and staff in school. Our policy and practice are underpinned by our ICARE values.</p> <p>"Leaders have ensured that assessment systems are fit for purpose and, as a result, give detailed accounts of the progress groups of pupils are making at school in English and mathematics. This information is shared with governors, who are therefore able to challenge the school about the progress pupils are making. These systems are not yet as robust for other subjects, such as history and geography." (Ofsted June 17)</p> <p>With ongoing developments being made to our curriculum, middle leaders have strengthened their subject knowledge and ability to coordinate their subjects across the whole school by maximising on allocated release time and relevant CPD. A Continuing Professional Development pathway document exists and is being revised in light of COVID restrictions for 2020 2021.</p> <p>As a standing item for staff meetings, CPD resources and newly acquired knowledge are cascaded to all staff in order to maximise the impact across the school.</p> <p>Our most recent SIP report (Oct 19) stated 'Wider curriculum leadership has strengthened. Curriculum leaders have been supported to become more effective in their roles and most now have a deeper and more accurate understanding of the subjects they lead.'</p> <p>This understanding has been strengthened further in 2020 through the adoption of foundation assessment within Cornerstones. This in turn has allowed subject co-ordinators to contribute more readily to curriculum design. Our Foundation subject assessment and tracking has been invaluable following school closures as subject co-ordinators have been able to pin point cohort and pupil gaps and design a bespoke curriculum to meet those needs across the whole school.</p> <p>Within core subjects, pupil reviews ensure all pupils have the best possibility of successfully completing their programs of study. If it becomes apparent that a child's barriers to learning, pastoral or academic, are restricting their success in any area we are very proactive in assigning resources and support for their individual needs. Our school SENDCO has a rigorous approach to assigning and tracking interventions across the school with measured outcomes and reviews using Edukey software.</p>

Where pupils have been at risk of exclusion, pupils have been successfully supported to ensure they are able to remain in mainstream education with support, either with or without an EHCP, or by working with external agencies to ensure pupils are placed in the correct setting to meet their needs. Of the six pupils who have been supported by school and through external agencies, one child has received an EHCP and remains at our school, three have received support from behaviour support within school to help them to regulate their behaviour, and two more have been supported to receive EHCPs and moved to settings more appropriate to their needs.

Instrumental to our success in supporting pupil's individual needs is our engagement with the local community and families. Middle leaders are building these opportunities into their curriculum units as memorable experiences and celebrations to ensure a balance of opportunities across the year groups. Recently teachers have been using parents' occupations as a link in school such as Y6 and Y2 receiving a computing lesson with Mr Cochrane, Y1 mystery readers drawn from familiar people in the local community as well as family volunteers, and a 'Bodyrock' fitness class used as an EYFS fundraiser. Currently we are working as a school to continue this engagement through digital solutions to ensure that we remain engaged with our families and they feel part of our school community.

Parent and pupil surveys are regularly sought and information is collated and acted upon. Surveys are also taken at Parents Evenings and curriculum open days.

The school values its relationship with Parents and Carers and recognises that they have a vital role to play in their children's education. We seek to strengthen links between school and home at every opportunity. Our Headteacher and other staff members regularly attend meetings of the Friends of Kibblesworth, our PTA, and support this group in organising fun and engaging activities for the children, parents and local community. Their most recent meeting set up a half termly coffee morning to be held in school where parents and the local community is welcome to come and see a selection of pupil work and demonstrations of what they have been doing across the half term. Across the academic year each year group will take a turn to present. This was a great success and will continue once the COVID-19 restrictions allow.

Senior leaders have worked to develop a more supportive and transparent system for performance management bearing in mind the main pressures of teacher workload. Performance Management is now focused upon building a picture of teaching and learning standards over time based around an online standards tracker system. SLT and teachers can all log on to an evidence based tool focused on teaching standards overtime, documents can be uploaded by teachers to form a bank of evidence towards targets set and form a basis of discussion at the review. One off lesson observations no longer take place but regular, focused, learning walks and a more consistent stream of feedback will be provided through the standards tracker as an evidence base of performance over time. During staff consultation all teachers agreed that the

informal walk through would be more preferred than the current model of observations, relieving stress and additional pressures, and is also seen as more targeted and constructive.

Senior leaders have also reviewed the school Behaviour policy and Feedback policy in order to ease the work load and work smarter across the school with consistent approaches to all. Not only has this supported work life balance, it has contributed to improved standards of behaviour, stronger relationships, and more effective and meaningful feedback.

Our recent SIP report stated that 'Governors are supportive and challenging and they provide effective strategic leadership based on a thorough knowledge of what the school does well and what needs to develop.' Governors play an effective strategic role and take a keen interest in the school. Our Chair of Governors is instrumental in the collaboration between governors and school leaders. Our Chair actively seeks opportunity to support and observe the process of Self-evaluation and takes a key role in strategically supporting the priorities moving forward to the school development plan. There are termly full governing body meetings, as well as termly education and audit sub-committee meetings. A local authority clerk of governance is employed to ensure awareness of statutory requirements. The school also has a service level agreement for Governor Services. Delegated duties are assigned to sub-committees to enable skills and expertise to be used effectively. There are link governors for the school's key priorities as well as year groups and subjects across the school. Governors monitor spending and have a clear view of spending priorities. Policies are reviewed regularly in conjunction with our compliance tracker that all governors and SLT have access to. The safety and welfare of everyone in our school is given the upmost priority. Minutes from Governing body meetings clearly evidence that the governing body provides challenge and holds the senior leaders to account.

Members meet annually and are proactive in holding the governing body to account and ensuring they undertake their statutory duties.

Governors ensure that our school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

Safeguarding is thorough, including checks on staff and volunteers. Whole staff safeguarding training took place in September. We have now entered into an SLA with Clennell Educational Solutions which includes delivery of the safeguarding update training for staff as well as Governors. As a whole school we continue to use CPOMs to log incidents, behaviours and concerns for all children and all staff have read and understood section one of KCSIE 2019. This supports our culture of safeguarding and our ability to identify pupils who may need early help or are at risk of becoming a child in need. CAF referrals and TAF meetings in school work to support pupils and families alongside external professionals that can offer support and referrals as timely as possible.

Actions from previous year:

To facilitate link governor visits to deliver effective challenge and support to school leaders

- Link governor roles reviewed and roles allocated
- Series of planned link governor visits take place across the school
- Appropriately challenging feedback and reports available to all school staff
- Knowledgeable governors who understand their areas of responsibility

To continue to develop leadership at all levels within school to allow subject leaders to monitor the progress of year groups, areas of learning and pupil groups

- Subject co-ordinators have begun the process of being upskilled to allow them to successfully co-ordinate a curriculum subject or area within the school.
- Subject leaders had the opportunity to conduct learning walks and scrutinies related to their areas of responsibilities.
- Subject co-ordinators for science, geography and EYFS undertook deep dive reviews with the SIP to allow them to articulate their understanding of their areas of responsibilities.
- SEND, literacy, PSHE leaders delivered CPD to the whole staff team.
- Subject co-ordinators have a greater understanding of the strengths and weaknesses relating to their subject area and have had the opportunity to communicate these to governors and senior leaders.
- Middle leaders and co-ordinators have greater control over their own CPD through PD meetings and termly mentor meetings.

Areas for development

To facilitate link governor visits to deliver effective challenge and support to school leaders

- Review link governor roles in line with new governors
- Develop a series of planned link governor contacts take place across the school
- Ensure appropriately challenging feedback and reports available to all school staff
- Upskill knowledgeable governors who understand their areas of responsibility

To continue to develop leadership at all levels within school to allow subject leaders to monitor the progress of year groups, areas of learning and pupil groups

- Continue to upskill subject leaders to allow them to successfully co-ordinate a curriculum subject or area within the school.
- Develop scrutinies and learning walks, adding pupil interviews where possible.
- Timetable deep dive reviews for remaining subjects.

- Timetable opportunities for science, history, PE and RE to deliver CPD across the year. (As a minimum and in addition to core priorities of literacy and PSHE / RSE)

To further develop a staff wellbeing strategy

- Develop a wellbeing charter for all school staff
- Embed regular mentor meetings for all school staff
- Continue to refine planning, marking and feedback strategies across all key stages

QUALITY OF EDUCATION IN EARLY YEARS : GOOD	
Strengths	<p>Intent</p> <p>At Kibblesworth Academy we offer a curriculum rich in wonder and memorable experiences and one that has the children's interests at heart. We work hard to provide a safe, stimulating environment that provides exciting opportunities, promotes challenge, exploration and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.</p> <p>We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct balance of adult directed and child-initiated play to ensure that all children, particularly the most disadvantaged, have the knowledge, skills and experiences the need to succeed in life. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that Early Year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p> <p>Implementation</p> <p>At Kibblesworth Academy we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.</p> <p>We continue to embed our daily routine which promotes a mix of adult-led and child-initiated opportunities for learning. Children are encouraged to be independent through self-registration and actively take part in message board which promotes speaking, listening and problem-solving skills. Children take part in daily Plan, Do, Review sessions within their key worker groups. The Plan-Do-Review sequence provides children with the opportunity to think about cause and effect, to overcome problems and to work with others. The discussion gives scope for language and listening skills to develop and, as they mature, the opportunity to reflect on their experience with increasing verbal ability and logic.</p> <p>We strive to create a language rich environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Staff and visitors share stories and experiences and encourage speaking and listening skills at every opportunity. These approaches are all planned to ensure that children are able to read words and simple sentences by the end of their time in Reception. We are ambitious for our children.</p> <p>Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. In Nursery, Letters and Sounds is used to support the children in their language development, using the environment around them to be sound aware ready for the introduction of more formal phonic teaching when the children are ready. This may occur in Nursery or in Reception depending on the development of each child. Our approach to teaching phonics is systematic and uses a range of resources to deliver our objectives. All staff are trained in the delivery of synthetic phonics,</p>

	<p>and systematically support pupils from mastering sound awareness through to reading their first books. A love of reading is engendered within all classrooms through the implementation of a language rich environment, with stories and songs being key to this. Books are integrated into the curriculum, with texts used as planned provocations to engage children in their learning and broaden their horizons. Dedicated reading time is built into every day where children enjoy books and develop their love of reading. Nursery and Reception children receive a story sack every week to take home and share with their family.</p> <p>In terms of Mathematics, systems are in place to ensure the children are exposed to Mathematics in all areas of the Early Years, and have many opportunities to work with number both indoors and outside. The children learn number rhymes and develop their mathematical thinking through direct teaching and exploration. The layout of the environment also supports Mathematical development at every opportunity. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.</p> <p>We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, climbing wall and nature garden. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.</p> <p>In Early Years our environment and all our interactions and routines are intentional. Skills are mapped out to ensure progression and topics are chosen to support children's interests. Topics are enriched with classroom enhancements, trips and visitors are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans are adapted daily dependent on children's interests.</p> <p>We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. We carry out home visits before children begin their journey us, this helps us to build on what the children already know. Parents receive topic information sheet to inform them of what their child is learning each half term and to explain how they can support this at home. Parents are beginning to interact with Class Dojo Portfolio to engage in their child's learning and our stay and play sessions are consistently well attended.</p> <p>Early identification of children with additional needs is a strength of our Early Years environment, and the EY lead works closely with the school SENCO to ensure support is put in place and external agencies are involved where appropriate. Pupil review evidences the progress that all pupils make, and the impact of the intervention and support put in place is evident through learning plan reviews. A great deal of emphasis is placed on personal, social and emotional development, and also the development of their character. Staff model the expected behaviours and are particularly attention to the needs of the youngest members of our school. One member of our staff has recently completed ELSA (Emotional Literacy Support Assistant) training to enhance our offer in this area.</p> <p>As part of the learning and teaching process, children are assessed in relation to their progress towards Development</p>
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	<p>Matters and the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.</p> <p>Impact</p> <p>The approach we take to our curriculum ensures that the most of our children of children are ready for the next stage of their education, settling well into Year 1 with the skills required to engage with the Year 1 curriculum. Our curriculum and its delivery ensure that children, from their own starting points make good progress. Children entered Nursery Children in our early years, on average, arrive with lower starting points than national average. During their time with us children make progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Where that is not the case, EYFS work closely with KS1 to ensure each child has the support they need to succeed.</p> <p>Our three school rules – ready, respectful, safe – start in Nursery and children demonstrate independent and safe learning behaviours. Children are keen to take part in learning as a result of the clear structures and adult guidance embedded in daily practice. They manage their own feelings and behaviour well and are becoming more independent in solving problems themselves. They reflect on how their actions can impact on others and find solutions to problems together. Children encourage others to make good choices, they are able to demonstrate an understanding of right as a result of the skilled intervention of adults and adopting a conflict resolution approach.</p> <p>Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.</p> <p>We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment. Our curriculum is reviewed annually to ensure relevance and to ensure the voices of our pupils, parents, staff and governors are heard.</p>
	<p>Actions from previous year:</p> <ul style="list-style-type: none"> • The role of the Key Worker has been improved throughout continuous CPD and monitoring across the year. • Support staff in their questioning and helping them to recast children's language. • Continue to ensure planning and provocations take greater account of the needs of individual children to boost achievement. • Continue to audit all areas of learning and ensure plentiful resources to maximise opportunities for children. • Provide governors with guidance on what to expect to see in EYFS, what they should not see and what they can ask of the staff and EYFS leader to ensure challenge, support and accountability. • Support staff with the implementation of provocations in the environment.

Impact of actions:

- During the Early Years review from the local authority, it was noted that adults had good understanding of the children's ideas and effectively challenged and extended their learning.
- Staff have been supported across the year in CPD sessions to improve their questioning and recasting skills. During the EY review, Julie Mancini commented on the effectiveness of adult interaction and how this enhanced children's communication.
- Staff have worked tirelessly in order to ensure provocations take greater account of individual needs of the children. This is evident within the floor books.
- The Early Years leader has presented to the Governors to help them understand the expectations within Early Years. The governors were very complimentary with their feedback and stated they were more confident in their understanding of Early Years.
- Staff have continued to implement provocations within the environment. During the LA review, Julie Mancini said she felt these were obvious in Nursery as they had already been deconstructed. Greater emphasis has been placed on gathering evidence in floorbooks to support this.

Areas for development

To develop pupil review methodology in the Early Years

- Ensure a pupil review strategy is in place to identify the areas for development for all pupils in a cycle which allows timely intervention and challenge across the EYFS
- Ensure the format of the review is consistent with the outcomes in KS1 and KS2, and suitable for review by governors and external partners where appropriate.

To embed the consistent delivery of high quality phonics

- Develop the role of the phonics lead across school to ensure the consistent delivery of high quality phonics teaching across EYFS and beyond.

To develop a consistency in provocation and approach across EYFS with particular reference to the development and embedding Cornerstones units

- Embed the thematic approach of Cornerstones into the child centred environment of EYFS
- Develop provocations, particularly in shared areas such as the outdoor area, which further challenge and engage all pupils
- Engage parents and families with the learning to increase cultural capital across EYFS