

KIBBLESWORTH ACADEMY

School Self Evaluation 2020-2021

June 2021



Context:

Kibblesworth Academy is a smaller than average-sized primary school where almost all the pupils 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: Four level 3 TA's, one HLTA, and an admin team of two. In addition, there are two 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 176 children on roll at the Academy, 85 boys and 91 girls (June 21). Within this we have children attending nursery. In school 29 (16%) 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 - to be repeated Summer 2021 - 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% - Externally validated data not available for 2020 and 2021 due to pandemic. - Focus after lockdowns on responsive curriculum to ensure coverage. More able were considered through specific tailored interventions utilising the NTP and catch up funding. (Initially Year 5) <p>Actions –</p> <ul style="list-style-type: none"> - Intended and actual coverage in place for all curriculum areas. - Development of thematic approach to foundation subjects through the use of Maestro to design an integrated curriculum from Year 1 to Year 6. - Formative and summative assessment strategies developed for all foundations subjects with lesson by lesson assessments of skills and knowledge to help inform termly assessments of attainment in all subjects. - Primary Language Network resource adopted for the teaching of MFL, with assessment systems integrated into Maestro to match all other foundation subjects. - Love to Celebrate units adopted to supplement existing RE offer, with integrated assessment and tracking. - Bespoke planning and assessment introduced to PE through Core Task model - Subject specific policies developed for each non core subject (2021) - Website redeveloped with pages available for each curriculum subject (Summer 21) - CPD sessions undertaken with LA on role of subject leader, and Historic England on building a history unit using research. - CPD sessions delivered by each curriculum lead, outlining progression, coverage and content for their subject, as well as key messages and teaching points. - Implementation of Jigsaw resource to support PSHE and RSE delivery across the school. - Attendance at all LA subject co-ordinator meetings available. <p>Impact –</p> <ul style="list-style-type: none"> - Quality of teaching and learning in all subjects has increased through a greater awareness of skills and knowledge elements and their delivery.
<p><i>Further develop planning, teaching, and assessment in subjects outside the core of reading, writing and mathematics.</i></p>	

<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>	<ul style="list-style-type: none"> - 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>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) - No external data available for 2020 or 2021
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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>1.1 Further develop our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy.</p> <p>1.2 Secure standards of attainment and achievement in reading, relative to pupils' starting positions across all key stages.</p> <p>1.3 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>1.4 Develop remote teaching and blended learning opportunities</p>	<p>2.1 Develop consistency in terms of implementation of a positive behaviour policy across classrooms, including scripts, rules and rewards.</p>	<p>3.1 Embed SMSC within the curriculum, raise aspirations, and develop a cohesive, sequential plan to increase cultural capital</p> <p>3.2 Develop and embed revised PSHE / RSE curriculum across the school</p> <p>3.3 Develop a strategy to support the mental and physical wellbeing of pupils, with particular reference to diet and exercise</p>	<p>4.1 To facilitate link governor visits to deliver effective challenge and support to school leaders.</p> <p>4.2 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>4.3 To further develop staff wellbeing strategy</p>	<p>5.1 To modify pupil review, moderation and tracking in light of the 2021 EYFS reforms.</p> <p>5.2 To continue to promote challenge, exploration and a love of learning</p> <p>5.3 To build consistency and strengthen links within the EYFS</p> <p>5.4 To continue to develop leadership within the EYFS</p>

QUALITY OF EDUCATION - GOOD	
Strengths	<p>Intent:</p> <p>Our school has created 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.</p> <p>At Kibblesworth Academy, this means taking the end-of-year and end of phase expectations and delivering them in a way that:</p> <ul style="list-style-type: none"> • 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. <p>Curriculum policy - http://www.kibblesworthacademy.org.uk/website/policy_bank/411093</p> <p>Curriculum statement - https://kibblesworthacademy.eschools.co.uk/cms_manage/edit_page/408823</p> <p>Learning and Teaching policy - http://www.kibblesworthacademy.org.uk/website/policy_bank/411093</p>

Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Under normal circumstances, our children study the full curriculum – it is not narrowed – but due to the impact of the COVID-19 pandemic, for the final term of the 2020 academic year we have adopted a “Response Curriculum” for English and Mathematics to ensure that the key objectives are met and consolidated. This has allowed staff to narrow the focus for a short period of time to better support the children to be ready for the start of the new academic year.

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. Planning 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. The majority of plans are stored within Curriculum Maestro, annotated in such a way as to match the needs of our pupils, and quality assured by subject leaders and ultimately the SLT.

The needs of key 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. As a result of the COVID pandemic, an additional key group of children who are not achieving at a level they perhaps should be has also been identified, with this pupils being monitored through regular pupil review sessions. This is then monitored termly with reports submitted to link governors to support effective challenge.

Beyond the core subjects and our temporary adjustment to the curriculum, 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 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. This approach has been tempered to fit within our current COVID risk assessments, where annotations in books may be less visible, and verbal feedback and support has taken precedence. 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, Technologies are used to ensure assessment is fit for purpose, including the use of Classroom Monitor, Cornerstones, LBQ, Accelerated Reader, Big Maths and Times Tables Rock Stars.

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.

Mathematics is taught using a mastery model, utilizing a range of carefully selected resources and an ongoing collaboration with Archimedes NE Maths Hub. In KS2, this model is supplemented through the use of Learning By Questions to support accurate assessment and timely intervention across Years 3-6. Children are encouraged to develop independence and resilience in mathematics, developing their basic skills through the use of regular Times Table Rock Star sessions and daily Big Maths lessons.

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 pupils 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. (evidenced through our termly reading surveys to KS1 and KS2) Reading assessment data from Accelerated Reader demonstrates that engagement time is increasing, and as a result attainment and progress are rising. SLT monitor reading habits and engagement weekly, with positive conversations taking place with pupils to guide reading choices. Rewards and competitions are in place for every half term in every key stage to promote breadth and a love of learning. Children speak positively of the experiences on offer and a strong reading climate exists.

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.

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. (up to the last assessment point in 2019) 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 the test has been taken. Additional phonics lessons have been put in place for children who are not achieving as expected as a result of the pandemic. This has been co-ordinated by our Early Reading Lead who is responsible for assessment, groupings, and the CPD of staff who deliver our phonics teaching. This support has been evident from Nursery through to Year 3, with our SENCO liaising closely with the reading lead to ensure that any children who are not secure by the end of Year 3 receiving the right support and intervention as they move towards UKS2.

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. The weaknesses on entry to school in these areas have been exacerbated by the pandemic, with an increasing number of pupils not accessing any provision before joining school. Increasingly children are not independent in basic skills associated with health and self care such as toileting. Currently 40% of N1 and 16% of N2 are not toilet trained.

Key Stage 1 – Current position (May 2021)

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 tracking of core subjects is focused on our response curriculum, with children being assessed against being on track to achieve the revised objectives by the end of the academic year. (see Assessment point 2 percentages below for Years 1 and 2.) Due to the successful implementation of the response curriculum, pupil review meetings indicate that Year 2 should be ready to be assessed against the full curriculum by AP3 as many of the children have achieved security in the response objectives and are now accessing the wider curriculum. Assessments indicate that currently Year 1 would benefit from focusing on the response objectives for the remainder of the academic year.

KS1 % of children on track to achieve response curriculum objectives AP2 2021

	Year 1	Year 2
Reading	29	81
Writing	58	76
Mathematics	45	81

Historical external data comparisons KS1 -

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%). This is a difficult area to currently assess due to the lost learning due to the pandemic. The implementation of the response curriculum initially focused on the core skills required, but evidence suggests that those children who have the capacity continue to

demonstrate that they are working at a higher level, or at least have the capacity to do so. This should be evident at AP3 when the wider curriculum is assessed more fully.

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 – Current position

As is the case in KS1, all classes in KS2 are currently working within our response curriculum, again being measured as being on track to achieve the identified objectives in reading, writing and mathematics by the end of the academic year. Due to the high quality and regular live teaching delivered during the lockdown and individual bubble closures, the majority of KS2 pupils returned to school in a strong position to continue their learning and make progress. Where gaps in skills or knowledge have been identified in individual children, appropriate interventions, including the use of the National Tutoring Programme, have supported catch up.

Tracking and assessment by objective and skill is now embedded across all Maestro based foundation subjects, with additional subjects being integrated across the final term of the 2020 – 2021 academic year. French is now fully integrated, with additional computing lessons focusing on digital literacy and e-safety being included before the end of the academic year. A detailed assessment based on this formative assessment will be made at the end of AP3 to help inform planning for the 2021-2022 academic year.

KS2 % of children on track to achieve response curriculum objectives AP2 2021

	Year 3	Year 4	Year 5	Year 6
Reading	80	76	78	58
Writing	70	71	72	75
Mathematics	70	90	67	71

Key Stage 2 – Historical information (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 & links to SDP -

Key priority 1.1 - Further develop our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy.

1. The development of a curriculum that is designed to give all pupils the knowledge, skills and cultural capital they need to succeed in life, fulfilling the content of our curriculum statement and vision.
2. A redefined SRE and PSHE curriculum which matches statutory requirements. (linked to priority **3.1**)

Key priority 1.2 - To raise standards of achievement and attainment in reading across all key stages.

1. All children will engage with reading, as a result of modelling from class teachers and staff, and will demonstrate more positive attitudes towards the subject.
2. To increase the level of independent and home reading across all key stages. Accurate assessment to demonstrate achievement and attainment.
3. A well planned series of class texts which will broaden and deepen pupil's experiences and awareness of literature.
4. Well planned and accurately delivered phonic teaching in EYFS, KS1 and KS2.
5. To raise levels of achievement and attainment at the end of all key stages.

Key priority 1.3 – To increase attainment levels at the end of KS2, with particular reference to the percentage of children working at greater depth in reading and writing.

1. A greater percentage of pupils working at greater depth in reading at KS2 than was the case at KS1 across all groups
2. A greater percentage of pupils working at greater depth in writing at KS2 than was the case at KS1 across all groups
3. Upskilled staff who are able to identify, challenge and support more able pupils in all areas of learning

Key priority 1.4 – To develop remote teaching and blended learning opportunities.

1. All KS2 children will be able to use Teams to complete tasks, collaborate and take part in online lessons
2. All teachers will be skilled in delivering online Teams lessons and in providing resources for eschools and school website.

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</p>

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. This is revisited at the start of every training day across the year to further reinforce its importance. The positive behaviour model is well embedded in classrooms with microscripts being used and clear routines in place to support children to demonstrate positive behaviour. Some aspects of our approach have been amended in light of the COVID restrictions and subsequent risk assessments, but the spirit of the strategy remain intact and have been instrumental in supporting all pupils to return successfully after multiple lockdowns and closures.

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. Ensuring that children, and parents, are aware of what constitutes bullying behaviour as opposed to general disagreements is something school continues to work on.

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. The use of CPOMS has been reviewed and streamlined through consultation with Clennell Educational Solutions to ensure it continues to be fit for purpose. 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 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 2020 2021 academic year stands at at 97.6% to AP2. PA stands at 6% with 11 pupils currently falling into that category. Of those half are being supported as part of a child in need plan. There are occasions where attendance can be a challenge, and in those cases 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 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>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>2.1 - To develop consistency in terms of implementation of a positive behaviour policy across classrooms, including scripts, rules and rewards.</p> <p>We will achieve -</p> <ol style="list-style-type: none"> 1. A positive and purposeful learning environment based on strong relationships at all levels. 2. A consistent approach to behaviour and relationship management at all levels across the school. 3. A policy which supports and reflects good practice across the setting.

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. To help the pupils identify with our core school values, our ICARE values have been distilled into five memorable values - be caring, be, brave, be curious, be responsible, be involved. The reframed values were launched in a series of assemblies in the summer of 2021. This was followed up through activities in classrooms, through our Jigsaw PSHE lessons, and through our everyday interactions in school.</p> <p>A range of experiences are planned to increase their respect, empathy and understanding of the lives of others. This is exemplified through the mentor program and their involvement in training to become peer mentors, supporting classmates, and where possible, other 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. Our breakfast sessions are an important part of our strategy to support personal development and mental health and have proven to be vital in giving the time and space for adults to have conversations with children, build relationships and trust, and triage any problems as they arrive in school. Where additional support is needed, work is carried out by an appropriate adult, such as one of our teaching assistants, SENCO or ELSA. We believe that all children must be ready to learn and their basic needs must be met before meaningful learning can take place. To this end we endeavour to ensure that all children feel safe, happy and secure, before their lessons start.</p> <p>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. Current affairs are tackled and discussed every morning as part of our bagel breakfast, so all children are supported to develop a strong understanding of the world around them. 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>
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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 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. This is something we will continue to develop as things return to normal after the pandemic.

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, basketball, 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. Every class are offered the opportunity to take part in Forest School at least once per year, either as an extra curricular activity, or as part of the school day. This is a feature from Nursery to Year 6 and is possible due to the school employing a trained forest school leader. As well as developing practical skills, we have found that much of our planned PSHE curriculum can be delivered within these sessions, finding that often the children are more willing to engage and discuss issues during Forest School than in their classrooms.

	<p>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 wider curriculum also supports this aim, with our history curriculum following threads throughout the school designed to embed an understanding of race and empire amongst other things. This is exemplified by Year 6 completing their history work with a study of the slave trade and Britain's role within it.</p> <p>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> <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.

Increase opportunities for pupils to engage with wider community.

- 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.

Increased impact of school council in life of the school.

- School council relaunched with regular meetings.

Increase percentage of KS2 pupils accessing healthy meals at lunchtime.

- 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

3.1 – Embed SMSC within the curriculum, raise aspirations, and develop character education.

1. A clear policy on character education and SMSC.
2. **Grid tracker used as an evidence base of coverage, and a tool for planning.**
3. SMSC will be embedded within all subject areas in curriculum mapping.
4. **Embed values model.**
5. Beyond the academic curriculum, children are provided with opportunities and experiences to help them develop spiritually, morally and socially and to increase their cultural capital

3.2 – Develop and embed revised PSHE / RSE curriculum across the school.

1. A PSHE / RSE programme of study which matches the 2020 statutory requirements.

3.3 – Increase the percentage of KS2 children opting for a healthy school lunch.

1. Uptake of school meals increases by 10%
2. Content of packed lunches improves to meet healthy guidelines and raise scores attached to the better lunchtimes mark.
3. UFSM levels remain high, with school meal uptake being maintained into Year 3.

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>A 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>2021 has seen subject leaders continue to develop their roles, developing a clear understanding of the next steps for their subject areas, and developing the capacity to support colleagues in the delivery of the curriculum. Examples include the creation of bespoke lessons for French and embedding the subject within the Maestro assessment platform, the reworking of the RE curriculum to ensure coverage is secure and topics of local significance, such as the Northern Saints are</p>

	<p>embedded in the offer, and in science the creation of a school science award to support and challenge the most able across the 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> <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.</p> <p>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. Pre covid, teachers were 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, and we fully intend to return to our more inclusive model as soon as risk assessments allow.</p> <p>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.</p> <p>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</p>
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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.

Senior leaders have continued to work with staff to address work life balance and reduce the risk of workplace stress. This has proven to be vital during the last year. Prior to the pandemic, marking was adjusted to be more meaningful and less onerous on staff through the introduction of feedback books. Planning was also considered with resources being purchased and systems put in place to reduce the planning burden without diluting the quality of teaching and learning. A working group was formed with staff representatives to discuss how the school can best support staff, and that continues to create an ongoing dialogue. A staff charter was created with a wellbeing offer for all staff which included pledges such as additional release time for staff, opportunities for social and leisure activities, flu vaccines, access to mental health support and counselling, in school mentors, and leave for special family occasions. Regular check in meetings take place between staff and senior leaders to allow staff members to celebrate success and raise any concerns. In addition to this there is an open door policy to any member of the SLT, including out of hours support. This support was maintained throughout the pandemic and became even more vital when staff were working from home. Activities including quiz nights and virtual race nights were attended by all members of the staff team at that time, and as such all staff enjoy strong, positive working relationships.

A 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, and our Vice Chair, play an important role in the collaboration between governors and school leaders. Our Chair actively seeks opportunity to support and observe the

	<p>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, and governors make contact with curriculum leads to discuss the progress in particular areas, with these links being rotated to allow all governors to gain a better understanding of this area of 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.</p> <p>Members meet annually and are proactive in holding the governing body to account and ensuring they undertake their statutory duties.</p> <p>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.</p> <p>Safeguarding is thorough, including checks on staff and volunteers. Whole staff safeguarding training took place in September and has been supplemented by additional online training which covered basic safeguarding, Prevent, and the changes to KCSIE amongst others. Additional "bitesize" training has also been delivered at key points across the year. These sessions were based on an audit of needs which was undertaken by every member of staff in the academy. As well as informing training needs, this audit fed into the school's safeguarding plan. The school also undertakes an annual safeguarding audit, and in 2020 this was carried out by an external consultant from Clennell Education Solutions. All members of the SLT have undertaken their DSO update training in April 2021.</p> <p>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 2020. 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.</p>
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, but many were unable to take place due to pandemic. A range of visits were conducted virtually.
- Appropriately challenging feedback and reports available to all school staff from these visits.
- 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. (Covid restricted)
- 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**4.1 - To facilitate link governor visits to deliver effective challenge and support to school leaders**

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

4.2 - 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

1. To upskill all subject co-ordinators to allow them to successfully co-ordinate a curriculum subject or area within the school.
2. To enable all subject co-ordinators to take greater control over their professional development

To further develop a staff wellbeing strategy

1. Clear strategy established to promote and monitor staff wellbeing
2. Staff wellbeing charter created
3. Specifically review planning, marking and feedback strategies.

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>
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	<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, 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,</p>
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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.

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.

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.

As part of the learning and teaching process, children are assessed in relation to their progress towards Development 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.

Impact

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 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.

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

	<p>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.
	<p>Impact of actions:</p> <ul style="list-style-type: none"> • 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

5.1 – To modify pupil review, moderation and tracking in light of the 2021 EYFS reforms.

1. Streamlined pupil tracking
2. Effective moderation of pupils and outcomes
3. Additional time available for adult / pupil interaction

5.2 - To continue to promote challenge, exploration and a love of learning, develop provocations and the balance between child initiated and adult led activities, enhance the curriculum offer through the consistent introduction of appropriate linked continuous provision.

1. Environments that consistently have a range of well-planned and appropriate provocations linked to the interests of the children.
2. Adult led activities, where appropriate, support children to progress in all areas of learning, coupled with well-resourced and stimulating areas to facilitate child-initiated activities and continuous provision.
3. A range of experiences, provocations and content which can be interwoven by adults at appropriate points across the EYFS, such as suggested texts, cultural experiences, and forest school provision to enhance our offer and build cultural capital.

5.3 - To build consistency and strengthen links within the EYFS

1. To ensure that moderation across rooms delivers consistency in teaching and learning and accuracy in judgements.
2. To establish consistency in practice and approach between Nursery and Reception.
3. To ensure that transition between Nursery and Reception is smooth for all pupils.

5.4 - To continue to develop leadership within the EYFS

1. Timetabled EYFS meetings to develop staff.
2. Proactive RAP, looking at the ongoing development of EYFS.
3. Strong performance management and mentoring of staff.
4. A role for the EYFS lead in setting the vision and direction for the department.
5. EYFS leadership that can confidently and clearly articulate the vision and values of the EYFS, and answer the fundamental questions of why this? why now?

