



CHAPEL ALLERTON PRIMARY SCHOOL SCHOOL DEVELOPMENT PLAN 2025/26

Nurturing a Lifelong Love of Learning

Our Ambitions for 2025-2028

8 for 2028

- **Restorative Practice:** Based upon an unrelenting belief that the highest standards of behaviour and mutually productive relationships are attainable for all pupils, with the right support, ever stronger relationships are built through listening, understanding and problem solving, with people at the heart of all decision making
- **Growth Mindset:** Children relish challenges, have self-belief, resilience, perseverance and the capacity to reflect.
- **Social and Emotional Learning:** Continuously developing self-awareness, self-management, social awareness, relationship skills and responsible decision making.
- **Creative Curriculum:** Children absorb and are inspired by a wide range of high-quality opportunities to dream, imagine, experiment and create.
- **Inclusion and Adaptation:** All practitioners strive to provide Teaching and Learning which equips every pupil with the best opportunity to fulfil their potential.
- **Metacognition:** Children think deeply about their learning, using a range of strategies to help them navigate challenges and succeed with greater independence.
- **Oracy and Literacy:** Children are confident, articulate and compassionate communicators who can express themselves clearly, listen attentively and engage thoughtfully with others.
- **Numerate:** All children are confident and fluent mathematicians who use logical and methodical thinking, can explain and justify their reasoning and love a challenge!

Next Steps from Ofsted (May 2024):

Leaders and those responsible for governance should ensure that:

In some lessons, adaptations to the curriculum, particularly for pupils with SEND, are not as effective as they might be. This means that some pupils are not benefitting from the school's ambitious curriculum offer. The school should ensure that adaptations in lessons are highly effective for all pupils and the impact of these changes are closely monitored.



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Our Mission Statement:

Through collective dedication we will develop children who:

- Are creative, imaginative, independent lifelong learners
- Enjoy challenges, anticipate success and achieve the highest possible standards
- Instill pride in the local community through their excellent behaviour, attitude and sense of citizenship
 - Believe in mutual understanding, trust, tolerance and respect
- Are physically active and have developed the habits which ensure good mental, spiritual and emotional health

Our Core Values:

At Chapel Allerton we will:

- Develop a love of learning which will remain with children for life
- Develop lively, enquiring minds which question and argue rationally
- Enable children to apply themselves to tasks and physical skills
 - Enable children to use language and numbers effectively
- Promote British values and encourage children to have respect for all cultures and beliefs
 - Enable all children to fully access the curriculum
- Ensure children understand the modern world and the interdependence of individuals, groups, communities and nations
 - Appreciate achievements and aspirations
- Ensure children know right and wrong and develop high moral values.

ASPECT 1: Quality of Education

Ambitions: Inclusions and Adaptation, creative curriculum, metacognition, Oracy and Literacy, Numerate

Leaders: SLT/C. Tsang/All
Governors: Amy Wilson

Objective :

- To increase the frequency and consistency of Outstanding practice. To upskill all classroom practitioners in the provision of inclusive, impactful whole class teaching and personalised interventions. To ensure that learning at Chapel Allerton Primary School is accessible, meaningful, and effective for every learner, regardless of their starting point, abilities or barriers so that all pupils feel valued and supported.

Success Criteria:

- Teachers deliver high quality teaching in core and foundation subjects. The impact of teaching assistants on learning and progress is consistent and significant. Progress rates are strong for all pupils across all areas.

Resources:

Staff meeting/training commitment
Release time for monitoring/feedback
Shared CPD opportunities

Specific Actions

Progress/Impact:

	Autumn Term Red/Amber/Green	Spring Term Red/Amber/Green	Summer Term Red/Amber/Green
<p>Inclusion and Adaptation</p> <ul style="list-style-type: none"> To actively identify and remove barriers to learning by adapting teaching to meet individual needs by further embedding of our 3A approach introduced in 2024/25 			
<p>Social and Emotional Learning</p> <ul style="list-style-type: none"> For SLT then the teaching, TA, lunch and extended team to build a shared understanding of Social and Emotional Learning. Aspects to be trialled and reviewed. 			
<p>Creative Curriculum</p> <ul style="list-style-type: none"> To integrate and model core SEL skills through everyday teaching and curriculum refinement. History, Geography and RE to be focus subjects for staff CPD Continue to develop Subject Leaders knowledge of their subject: focus on Art and Design, Design & Technology and Music 			
<ul style="list-style-type: none"> Metacognition 			

<ul style="list-style-type: none"> To further embed Metacognition, building on its introduction in 2024/25. TA specific training to be delivered. Monitoring and Pupil interviews used each term. 			
<p>Oracy and Literacy</p> <ul style="list-style-type: none"> To research and introduce a structured, cross-curricular approach to speaking and listening so that pupils build confidence and skills e.g. articulating ideas, reasoning clearly, participating meaningfully in learning discussions, debates, presentations. 			
<ul style="list-style-type: none"> Numerate tbc 			
<p>Restorative Practice</p> <ul style="list-style-type: none"> Unconditional Positive Regard research/leadership training. Introduce/explore a whole school approach to 'Zones of Regulation' to support independent regulation, RP conversations and explore the development of outdoor 'peace' zones. 			
<p>Growth Mindset</p> <ul style="list-style-type: none"> To continue to encourage pupils to embrace challenges, learn from mistakes and develop resilience 			

Good (2)

The curriculum is broad and ambitious for all pupils.

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils (including pupils with SEND), the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- Pupils study the full curriculum; it is not narrowed:
 - in primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout Years 3 to 6
 - in secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.
- The curriculum may undergo necessary changes (for example, following a review by leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning

The planning and implementation of the curriculum supports a strong impact on pupils' learning.

- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
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- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.

Good contd.

The impact of the education which pupils receive is strong, including for disadvantaged pupils and pupils with SEND.

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.
- Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

In order for the quality of education judgement to be outstanding, the school must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for a good quality of education securely and consistently.
- The quality of education provided is exceptional.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

ASPECT 2: Behaviour and Attitudes

Ambitions: Restorative Practice Growth Mindset

Leaders: SLT/All

Governors: G. Dolden/ PDBW Committee

Objective :

- 'Behaviour and Attitudes are exceptional' – Ofsted Outstanding descriptor
- Improvements achieved with attendance rates (especially Persistent Absentees) and punctuality
- Children's behaviour standards outdoors match those indoors – children become self-regulating

Success Criteria:

- Pupil interviews, monitoring and relevant statistics prove pupils are displaying self-regulating behaviour, staff are dealing with issues proactively, and conduct, attitudes and pride in the school community are strong.

Resources:

Staff meeting/training commitment
Release time for monitoring/feedback
Shared CPD opportunities

Specific Actions	Progress/Impact:		
	Autumn Term Red/Amber/Green	Spring Term Red/Amber/Green	Summer Term Red/Amber/Green
1. Restorative Practice – Research undertaken into 'unconditional positive regard' and evaluations made so current restorative practice principles are enhanced.			
2. Growth Mindset – The centrality of attitude to success is repeatedly and creatively revisited to progressively strengthen and hard wire the principles for each child.			
3. Pupil voice and School Council make a meaningful difference to school priorities and progress (AH)			
4. British Values – Consistently delivered and having impact through school (AH)			
5. Monitor attendance, punctuality systems , rewards and sanctions. Consistently report and evaluate. (NS/TR)			
6. 'Assemblies' promote SMSC and British values , school values, RP and GM (All SLT) – Pupil feedback indicates impact of assemblies			
7. Monitoring cycle for transition, behaviour, attendance, punctuality, RP, GM, observation, data analysis, pupil and staff interviews (NS, SLT,GB)			
8. Governors Pupil Support Sub Committee Agenda challenges and links academic and pastoral development (BT/LT)			

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see [statutory guidance on school exclusion](#)).
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.

Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

ASPECT 3: Personal development

Ambitions: Restorative Practise Growth Mindset

Leaders: BP+LT
Governors: G. Dolden

Objective:

- 'Pupils have access to a wide, rich set of experiences... provided in a coherently planned manner... strong take up by pupils' Ofsted

Success Criteria:

- Pupil interviews and other monitoring prove children are highly aware of British Values, interact restoratively, have a positive Growth Mindset and high aspirations.

Resources:

Staff meeting/training commitment
Release time for monitoring/feedback
Shared CPD opportunities

Specific Actions	Progress/Impact:		
	Autumn Term Red/Amber/Green	Spring Term Red/Amber/Green	Summer Term Red/Amber/Green
1. Social and Emotional Learning – BP/LT continue LLA year long course and cascade learning/principles to staff team			
2. Personal Development and how the Chapel Allerton curriculum prepares children for the future. Governors understand Ofsted framework re. (BP)			
3. Pupil survey and interviews utilised in monitoring cycle, evaluated and responded to (all SLT/ST/Governors)			
4. PSHE & MINDMATE – Quality and Consistency of delivery throughout school. Completion of Healthy Schools award. (ST&KM)			
5. Opportunities – school provides a wide range of opportunities to nurture, develop and stretch pupils talents and interests.			

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Outstanding (1)

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils(including those with SEND), consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

ASPECT 4: Leadership and Management

Ambitions: quality leadership to secure success with all ambitions

Leaders: NS
Governors: A. Sanderson

Objective:

- 'Focussed and highly effective professional development... Effective, meaningful engagement... high levels of support for wellbeing' Ofsted guidance for Outstanding.

Success Criteria:

- Staff team understand their roles, value, available support and strive to continually improve.

Resources:
Staff meeting/training commitment and budget
Release time for monitoring/feedback
Shared CPD opportunities

Specific Actions	Progress/Impact:		
	Autumn Term Red/Amber/Green	Spring Term Red/Amber/Green	Summer Term Red/Amber/Green
1. HT, DHT and SEND Ldr strategic plan/review mtgs half termly (NS) 2. Carefully planned, professionally delivered CPD (NS)			
3. Monitoring programme focussed on Quality and Consistency. (SLT/All)			
4. TAs training programme delivered at least half-termly to upskill TAs appropriate to their role and new initiatives (SLT)			
5. Staff absence managed supportively and staff feedback on workload and wellbeing sought, evaluated and responded to. (GB, SLT)			
6. Safeguarding – Comprehensive training program plus half-termly refreshers (NS/TR)			

Grade descriptors for Leadership and Management

In order for the leadership and management of a school to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Governors/trustees understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Governors or trustees ensure that the 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 effective

Outstanding (1)

- The school meets all the criteria for good in leadership and management securely and consistently.
- Leadership and management are exceptional.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

ASPECT 5: Additional Elements

Leaders: NS/MW
Governors: J. Hand, A. Sanderson

Objective 5a:

- All non-academic elements of the school business operate efficiently and enhance the standard of teaching and learning
- School budget is maximised and additional funding is sourced

Success Criteria:

- Budget is on track for 25/26
- Completion of classroom refurbishment programme, consistently streamlined IT experience, progress achieved with large hall 150 year ambition’.

Resources:

Staff meeting/training commitment
Release time for monitoring/feedback
Shared CPD opportunities

Specific Actions	Progress/Impact:		
	Autumn Term Red/Amber/Green	Spring Term Red/Amber/Green	Summer Term Red/Amber/Green
1. Resources ; mid-year budget review, staff scenarios for 2026, staff development and wellbeing			
2. Asset management – RAG rating and mid-year review including Victorian building phase of roof replacement and refurbishment rolling programme (NS/MW)			
3. Cleaning, catering, wraparound care – termly evaluation of quality/value for money (MW).			
4. Admin/Facilities/Technician evaluation and review of current provision/ structure/IT programs and future developments (NS/MW)			
5. Communication – constant review and evaluation of Class Dojo, Facebook and other communication methods. (MW)			

Monitoring and Data Targets:

Sept 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	April 2026	May 2026	July 2026
Induction training Monitoring cycle begins	Monitoring cycle continues	Review target setting PP meetings re Autumn data	Monitoring cycle continues	Monitoring cycle	PP meetings re Spring data	Monitoring cycle	SATs	Data review Monitoring summary

Milestones

Targets		
Autumn 2025	Spring 2026	Summer 2026
<p>Monitoring evidence (Data, Lesson Obs, Planning, Marking) indicates 100% Good, (50%+ Outstanding)</p> <p>Data Targets:</p> <p>EYFS GLD on track for 78% GLD</p> <p>Y2 RWM on track for 75% At Standard and 18% At Greater Depth</p> <p>Y2 Reading on track for 80% At Standard and 28% At Greater Depth</p> <p>Y2 Writing on track for 75% At Standard and 25% At Greater Depth</p> <p>Y2 Maths on track for 78% At Standard and 20% At Greater Depth</p> <p>Y6 RWM on track for 75% At Standard and 25% At Greater depth</p> <p>Y6 Reading on track for 80% At Standard and 40% At Greater Depth</p> <p>Y6 Writing on track for 73% At Standard and 25% At Greater Depth</p> <p>Y6 Maths on track for 80% At Standard and 35% At Greater Depth</p> <p>Y6 SPAG on track for 80% At Standard and 45% At Greater Depth</p>	<p>Monitoring evidence (Data, Lesson Obs, Planning, Marking) indicates 100% Good, (55%+ Outstanding)</p> <p>Data Targets:</p> <p>EYFS GLD on track for 78% GLD</p> <p>Y2 RWM on track for 75% At Standard and 18% At Greater Depth</p> <p>Y2 Reading on track for 80% At Standard and 28% At Greater Depth</p> <p>Y2 Writing on track for 75% At Standard and 25% At Greater Depth</p> <p>Y2 Maths on track for 78% At Standard and 20% At Greater Depth</p> <p>Y6 RWM on track for 75% At Standard and 25% At Greater depth</p> <p>Y6 Reading on track for 80% At Standard and 40% At Greater Depth</p> <p>Y6 Writing on track for 73% At Standard and 25% At Greater Depth</p> <p>Y6 Maths on track for 80% At Standard and 35% At Greater Depth</p> <p>Y6 SPAG on track for 80% At Standard and 45% At Greater Depth</p>	<p>Monitoring evidence (Data, Lesson Obs, Planning, Marking) indicates 100% Good, (60%+ Outstanding)</p> <p>Data Targets:</p> <p>EYFS GLD on track for 78% GLD</p> <p>Y2 RWM on track for 75% At Standard and 18% At Greater Depth</p> <p>Y2 Reading on track for 80% At Standard and 28% At Greater Depth</p> <p>Y2 Writing on track for 75% At Standard and 25% At Greater Depth</p> <p>Y2 Maths on track for 78% At Standard and 20% At Greater Depth</p> <p>Y6 RWM on track for 75% At Standard and 25% At Greater depth</p> <p>Y6 Reading on track for 80% At Standard and 40% At Greater Depth</p> <p>Y6 Writing on track for 73% At Standard and 25% At Greater Depth</p> <p>Y6 Maths on track for 80% At Standard and 35% At Greater Depth</p> <p>Y6 SPAG on track for 80% At Standard and 45% At Greater Depth</p>
<p>Next steps as a result:</p> <ul style="list-style-type: none"> • 		

EYFS - Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation

- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

EYFS - Good (2) Continued

Impact

- Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

EYFS - Outstanding (1)

- The school meets all the criteria for good in the effectiveness of early years securely and consistently.
- The quality of early years education provided is exceptional.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.