

Self-Evaluation Summary

School Information		
School	Tranmere Park Primary School	
Leadership Team	Kirsten Finley Headteacher Alison Hodgson Co Headteacher Matt Learmonth Assistant Headteacher Y5/6 Leader Dan Beech Assistant Headteacher Y3/4 Leader Sarah Gibson KS1 Leader Victoria Marsden EYFS Leader Diane Sanderson School Business Manager	
Chair of Governors	Clare Wright	
DfE Number	3832348	
URN Number	107855	
Date	Autumn 2021	
School Self Evaluation – 1 Outstanding 2 Good 3 Requiring Improvement 4 Inadequate		
Quality of Education	1/2	
Behaviour and Attitudes	1	
Personal Development	1/2	
Leadership and Management	1/2	
Early Years Education	1/2	
Overall Effectiveness	1/2	

Are arrangements for safeguarding effective? Yes

Context/Additional Information

Senior Leadership:

The Headteacher has been in post since Easter 2006, with the Deputy Headteacher promoted to Co-Headteacher for 2 days a week in 2017 – Headteacher working for Noctua Alliance during this time. Staffing – teachers and teaching assistants – has largely been exceptionally stable since the time of the last inspection.

School context and any significant changes:

Year Group	Total Pupils	Boys	Girls	PP	EAL	SEND	EHCP
YR	45	23	22	3	1	1	0
Y1	47	27	20	2	1	2	0
Y2	46	18	28	2	1	5	0
Y3	45	22	23	2	1	10	1
Y4	45	27	18	1	3	8	0
Y5	43	25	18	2	3	5	2
Y6	47	28	19	2	3	4	0
Total	318	170	148	14	13	35	3

Additional Commentary:

- Tranmere Park is a larger than average primary school.
- Each year group comprises of 45 pupils – a full time class and a half. School self-funds 2 Reception classes and all other phases comprise of 3 classes per 2 year groups.
- The proportion of pupils with a SEN Education, Health and Care Plan is well below average.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of disadvantaged pupils who are supported through the pupil premium is well below average.
- The school population is stable.
- The school was subject to a Section 5 Inspection in Jan 2009 and was judged to be Outstanding.
- Pupils enter Reception from approximately 15 different feeder settings with skills and knowledge broadly at the national average, though this covers a wide range

Review of data: Predicted Summer 2022 where applicable, IDSR unavailable

	National 2018/19	End 2019	End 2021	Predicted 2022
EYFS	72%	87%	80%	87%
Phonics Y1	82%	93%	80%	90%
Phonics Y2	76%	97%	89%	89%
KS1 - R	76%	93%	91%	83%
KS1 – R - GD	26%	38%	38%	26%
KS1 - W	78%	96%	84%	80%
KS1 – W - GD	16%	27%	38%	22%
KS1 – M	76%	86%	86%	83%
KS1 – M - GD	22%	36%	36%	22%
KS1 – RWM combined	65%	89%	80%	83%
KS1 RWM combined GD	11%	24%	16%	16%
Y4 Times Tables				
KS2 - R	73%	92%	98%	96%
KS2 – R - GD	27%	44%	60%	48%
KS2 – Av Scaled Score	104	108		
KS2 - W	78%	95%	98%	96%
KS2 – W - GD	20%	23%	50%	43%
KS2 - M	79%	93%	95%	98%
KS2 – M - GDS	27%	53%	60%	52%
KS2 – Av Scaled Score	105	109		
KS2 RWM Combined - Ex	65%	89%	95%	89%
KS2 RWM Combined - GDS	11%	20%	41%	33%

Target Setting for other Year Groups 2021 – 2022:

Reception GLD: 87%

Year Group	Reading	Writing	Maths	RWM
1	87%	87%	87%	87%
3	95%	93%	91%	88%
4	95%	95%	95%	93%
5	98%	93%	98%	86%

Performance Management Objectives:

Whole School

- To engage with the whole school curriculum review process and review the intent, implementation and impact of individual subject aspects producing a progression document and staff handbook for your subject area
- To demonstrate engagement with the school's recovery curriculum -assessing pupils using PIRA/PUMA assessments and ensuring that the relevant Tier 2 assessments are in place for the correct pupils utilising SHINE – allowing pupils to be back on track with their learning by the end of the academic year
- To follow the school remote learning procedures as set out in the remote learning policy published on the school website and ensure that all requirements set out within that policy are adhered to

School Priorities for 2021-2022:

- Continue to develop our subject leaders following the whole school curriculum review, focusing upon subject leaders' confidence in articulating their vision for their curriculum intent and ability to evaluate the implementation and impact of their subject
- Embed reading as the driver for our re-designed curriculum using the strapline 'reading provides us with an ocean of knowledge and knowledge is our source of strength' drawing upon recommendations from the DfE Reading Framework document and the work of Clare Sealy and Myatt
- Introduce Thrive approach to provide our staff with the skills to promote positive mental health for pupils by equipping adults in school with the tools and understanding to respond to, and meet, the differing social and emotional needs and requirements of our pupils
- Ensure that all pupils are enabled to 'catch-up' post the Covid-19 pandemic through a rigorous programme of tuition, additional teacher led interventions and targeted support staff led interventions for our bottom 20% at each key phase, and also those at risk of not meeting pre-pandemic targets

Agreed Actions from this Self-Evaluation

Actions/Outcomes	Who	Timescale
All subject leaders confident to evaluate the impact of their subject area with regards to the newly launched non-core curriculum	ML	Timetable in place to launch Spring 1
Reading leader and SLT to review approved SSP schemes which will work alongside our current reading stock (ORT) for introduction post new budget March 22	SG	March 22
Cultural Capital 'Plan' – assemblies?	KF/SLT	In place by start of Summer 1
Consider introduction of mechanism to allow pupils to be aware of current events – assemblies?	KF/SLT	In place by start of Summer 1

Support, Development and Intervention for all staff

Type of support/development accessed	Provider	Date
Webinar for each subject leader focusing upon Intent, Implementation and Impact of their subject area.	National College	July 21
Webinar for Reading lead focusing upon the DfE Reading Framework	National College	July 21
Coaching for Curriculum Leader and individual subject leads	Independent Consultant – Adrian Gray Noctua – Kathryn Atkins	July 21
Webinars focusing upon the roles of classroom visits, pupil voice activities and work scrutiny in subject leader evaluations	Focus Education	September 21
Deep Dive reading coaching for Reading lead	Noctua – Kathryn Atkins	October 21

& online training	Noctua – Marie Byrne	
ALPT Training Day – all subject leads – network focusing upon evaluation of subject areas	ALPT	November 21
Deep Dive coaching for writing lead	Leeds LA – Duncan Grant	November 21
Phonics Update – support staff plus opportunity to observe KS1 phonic session for KS2 support staff	KF & SG	November 21
ALPT Training Day – new EYFS Framework	Leeds LA	November 21
Deep Dive coaching for maths lead	Leeds LA – Duncan Grant	November 21
Thrive Training for key personnel	Thrive	Sept – Dec 21
Phonics and Early Reading Deep Dive	Kathryn Atkins	Jan 22
Curriculum Leader Coached 'Deep Dives' with Curriculum Leader	Matt Learmonth	Spring 1,2 and Summer 1
Curriculum Leader to produce Subject Handbook	Curriculum Leaders	Spring 1,2 and Summer 1
Curriculum Teams Challenge Days	Curriculum Leaders	Spring 1,2 and Summer 1
Safeguarding Audit	Ali Hodgson	Jan 22
Review of Governance	CoG and HT	Feb 22
ALPT Curriculum Networks	Curriculum Leaders	Feb 22

Quality of education

criteria (good, taking a best fit approach)	strengths	next steps
<p>Intent</p> <p>Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</p>	<p>The school has clearly identified the issues that may be potential barriers to learning. It gives full consideration to pupils' cultural capital. The school has in place a comprehensive programme outlining how they are working at enriching pupils' vocabulary. The curriculum builds in opportunities for pupils to be provided with regular opportunities to participate in a full range of visits associated with different aspects of their learning. The school is very conscious of supporting parents when a potential financial restraint from home would impact negatively on pupils' learning.</p>	<p>The school is fully aware of the need to improve pupils' general knowledge and has started to be more proactive in talking to pupils about current events. The school uses role models in a proactive way to help pupils be aware of what is possible. From the evidence provided it is clear that the school uses a substantial amount of it's limited PP funding to support pupils' learning.</p>
<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>The school has a very succinct outline of the key or significant knowledge that pupils need to acquire by the end of each year. These are set out in such a way that teachers can clearly see the links across each subject for each age group. In some subject areas – where there is an Ofsted report into best practice – the subject leader has identified the key concepts pupils need to acquire each year. All staff are very clear about what the expectations are for each age group within each subject they are fully aware of the subjects contents and of the way the school has broken this down into year group expectations. This extends beyond reading, writing and maths. It is clear from teachers' plans that there are excellent plans in place to focus on the key learning pupils' need to acquire. The way the curriculum has been planned takes full account of the national curriculum, local context and the interests of the pupils'.</p>	<p>In some subject areas, subject leaders have identified the key and significant learning pupils need to acquire and have set this out clearly for staff. English and maths leaders have identified opportunities to link reading, writing and maths to other subjects – opportunities for writing across the curriculum have been planned well. Subject leaders regularly check that staff are aware of their expectations for their subject and that work in pupils' books reflects this level of understanding.</p>
<p>The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.</p>	<p>LT plans have been transformed to MT with support from the most appropriate subject leader. Subject and senior leaders have worked with all staff to draw up the key strands that exist in their subjects. The planning in each subject has been broken down into different strands. Pupils' are supported to make links in their learning.</p>	<p>English and maths leaders check for opportunities to develop reading, writing and maths across the curriculum. All staff recognise the importance of retrieval practice and are proactive in supporting this. The curriculum has been designed so that the pupils' own experiences form the starting point for the aspect of learning being looked at. In the vast majority of cases, subject specific planning has been broken down into different strands. On the whole, learning in English and maths is linked well to non-core subjects.</p>
<p>Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.</p>	<p>The school's curriculum intent has taken full account of the local context.</p>	<p>Staff have worked hard to identify gaps in pupils' learning caused by the pandemic – in some subjects, more direction has been given. The school helps pupils to be proud of their heritage and their cultural context. Important values such as being proud to live in a democracy form a very important part of the curriculum's intent.</p>
<p></p>	<p>All pupils receive a broad and balanced curriculum. High standards in core subjects do not detract from the rest of the curriculum. Every attempt is made to enable pupils to learn from first hand experiences. Staff are fully aware of what will stimulate excitement and interest in the pupils. The way pupils talk about their learning, in an excitable way, and can provide details about aspects of their learning, is a testament to the way staff have presented information to them.</p>	<p>The school has ensured that more opportunities have been taken to develop pupils' reading, writing and mathematical knowledge through all other non-core subjects, for example, linking subjects through excellent quality literature. Pupils are encouraged to see reading as an enjoyable experience as well as one that helps them to research important information.</p>
<p></p>	<p>The school has expertly broken down the basic skills that pupils require for reading, writing and mathematics. These have then been allocated against different year groups so that there is clear progression in the acquisition of these skills.</p>	<p>High attaining pupils are challenged effectively. Pupils with SEND are provided with the right level of support. Interventions are timely. The use of peer and self assessments deepen understanding.</p>
<p></p>	<p>Leaders and staff are determined that all pupils are capable of meeting national expectations in all subjects. All staff are keen that every pupil reaches his or her potential in whatever field that may be, and the curriculum has been planned with this in mind.</p>	<p>The school is quick to pick up on any special national or local event and tend to take advantage of this.</p>
<p></p>	<p>All subject leaders/phases have taken a great deal of time to carefully plan out their curriculum which sequences learning for children well in all subjects - all subjects are timetabled. All children are sufficiently challenged - and gain life skills throughout. Prior learning is checked through pre-tests, so that learning can begin from the most relevant point for each child. Visits and visitors are added to enhance topics and build on the cultural capital. Teaching and activities are tailored to disadvantaged and SEND children. For children with SEND / high needs, the teaching and activities are personalised for them - but it is still ambitious. VM</p>	<p>Ensure all staff and children are aware of what 'Cultural Capital' actually means and different examples of it. Ensure that it is then put into planning across all curriculum areas, show these activities / talks in workbooks and on website for evidence. Ensure all staff in each class are aware of the vulnerable children (e.g. most disadvantaged, SEND etc.) so that they can talk about what has been provided for them. Check challenge in less prominent subjects (e.g. DT / Geography) - are the lessons well differentiated? VM</p>
<p></p>	<p>All subject leaders have meticulously reviewed and planned a curriculum for all learners. Children identified on the SEND register have additional provision, including 1-1 support to ensure they get the most out of our curriculum. Pre-Tests and assessing prior knowledge ensures all key aspects are embedded before moving on. SG</p>	<p>More work needed on Cultural Capital A greater awareness of what this means to both staff and children. Are all staff aware of the most disadvantaged children? Cycle 1 of the LTP still needs looking carefully at in phase teams SG</p>

	<p>Curriculum contains high level of challenge across the majority of the curriculum. This leaves our pupils significantly advantaged. Curriculum pre-testing approach. Cultural capital planned. 1:1 gives a bespoke, teacher led curriculum for individuals. DB</p> <p>Schemes are carefully chosen (PE Hub, Kapow, Charanga). Further to this, we teach French earlier than supposed to and all other subject areas surpass the national curriculum expectations. Diversity, challenge and personalisation have been prioritised.</p> <p>Knowledge is carefully sequenced and pre-tests are used to ensure storage strength in the LTM.</p> <p>PP and SEN numbers are below average affording us the opportunity to personalise.</p> <p>The children we have with high levels of SEND receive a bespoke curriculum offer underpinned by the application of 1:1 support.</p> <p>We teach the full curriculum because our children acquire the basic skills early. Furthermore, subject specialists are utilised throughout school. ML</p>	<p>We are aware that curriculum design is more about choosing what to leave out than what to put in. Therefore, to ensure we are promoting cultural capital assemblies could be used to share significant stories (The Titanic, Robin Hood). ML</p>
Implementation		
<p>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.</p>	<p>Teachers break down new learning into manageable chunks and most are confident about what the main focus of the learning is. The NC has been used as the main reference point to determine what the end points are. The school has an excellent mentoring system. There is great encouragement for staff to carry out personal research.</p>	<p>Teachers are enthusiastic about their subject and are able to relate this to the pupils who respond well. Subject leaders play a proactive role in supporting all staff.</p> <p>Teachers' plans show the needs of pupils have been considered and their progress is sequenced appropriately. In most cases, learning starts from first hand experiences.</p>
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.</p>	<p>Evidence in books clarifies that pupils are making excellent progress. Teachers are confident to adjust their plans if they find pupils are struggling with a concept. Subject leaders have identified the main strands in their subjects. Pupils can talk with authority and confidence about their learning.</p> <p>In all lessons, there are high expectations that misconceptions are picked up quickly. Leaders have taken appropriate account of latest research into feedback and have adapted policies appropriately.</p> <p>Leaders are highly committed to research-based learning projects and disseminate the learning to all staff. Quality of questioning is excellent.</p> <p>There is a strong focus on prior learning in individual lessons and across themes in general. Pupils are able to talk with authority about what they have learned and how this builds on prior learning.</p>	<p>Teachers focus appropriately on the barriers to learning by discussing with pupils what it is that makes learning difficult.</p> <p>There is a belief that feedback is only relevant if it is picked up as close to the learning as possible. However, in some instances this is not happening. The school's feedback policy takes account of the latest findings from a range of research. The school has considered a range of different approaches but believes the one they have currently is working well.</p> <p>Leaders have recognised the importance of pupils being provided with opportunities to retrieve prior learning. Links between English and certain subjects are strong.</p>
<p>Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.</p>	<p>Summative assessment includes the sticky knowledge that pupils take with them in their long-term memories. Peer assessment is a regular feature of the classroom. School leaders have introduced an effective assessment system for non-core subjects.</p> <p>The school has an excellent curriculum that provides clarity to all staff. It is very well sequenced and helps pupils to build on to their prior knowledge and skills in each subject.</p>	<p>The school is at a stage where subject leaders are identifying strands of learning within their subjects for teachers – chronology in history or mapping in geography. The curriculum has been mapped out well with sufficient time allocated to all subjects.</p>
<p>Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners. Green for core – yellow for non core due to recent implementation</p>	<p>All teachers have good subject knowledge - many support staff also do. Where knowledge is lacking, all staff ensure that they are prepared to teach after researching the topic. All teachers present in a clear manner and use talk within the classroom in many forms. ATL strategies are used to check understanding. Any misconceptions are quickly identified and addressed. Feedback is clear both in written and verbal forms.</p> <p>Learning environments are inviting, appropriate, well resourced and organised - all which aids teaching and allows children to focus on learning.</p> <p>Reading is a main priority starting early in EYFS. Children who are falling behind are quickly identified and supported to catch up rapidly. Parents are invited to phonics workshops so that they can support children at home. Reading for pleasure is a main strength and many competitions, areas in the classroom and new library areas are reflective of this.</p> <p>The new book scheme ensures that children are reading at an appropriate level and that all staff have a clear structure to follow.</p> <p>Majority of staff communicate effectively with children, and broaden their vocabulary through their everyday teaching and discussions. VM</p> <p>Staff always find ways to present the subject matter clearly and in a way that allows all children to learn. SG</p> <p>During this transition, some subjects are more demanding, in terms of subject knowledge, than others. Computing and DT in particular have seen dramatic increases in demand. This ensures that we are not only meeting but exceeding the NC. However, it poses questions/areas for development.</p> <p>Pre-tests are now checking prior knowledge. This is based on our growing understanding of the spacing and testing affect. Assessment of core is well established.</p> <p>Doug Lemov's plagues have ensured that we are sharing a variety of texts and reading far more to our children. The work and passion of Myatt has also helped a shift in focus towards the importance of reading challenging texts.</p>	<p>Subject leaders have worked hard to ensure that there is planned coverage for their subject and are confident that teachers are following the LT plan – their ability to determine whether pupils' have acquired the knowledge and skills within the planned topics are developing.</p> <p>Teachers are encouraging pupils to raise their own questions and this is built into the activities that pupils are engaged with and pupils own questions are also encouraged. Pupils enjoy being challenged and are able to talk about this.</p>
<p>Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively</p>	<p>As the new approach to the curriculum is started, the long-term memory exercises and revisiting prior learning opportunities will increase. E.g. relating one empire taught in one topic to another, newer topic. Embedding new knowledge opportunities - new curriculum will ensure that this is happening with reflection on prior learning.</p> <p>Ensure maths equipment is being used in KS2 to support children.</p> <p>Some staff need to ensure that spelling errors do not appear on public facing documents / posts / pieces of work. VM</p> <p>With the new curriculum, more time needs to be spent in understanding the progression needed across school</p> <p>Subject leader roles still need development</p> <p>More work needed on supporting children to commit knowledge to their long term memory</p> <p>New assessment in Foundation Subjects needs time to embed.</p> <p>Reading has a high priority in school. A wide variety of reading materials are available and encourages</p>	

sufficient knowledge and skills for future learning and employment.	In terms of phonics, the results speak for themselves. ML	challenging text for all. Our early scheme books are closely matched to the children's phonic ability. Teachers promote and model Oracy exceptionally well SG
Reading is prioritised to allow pupils to access the full curriculum offer.		
A rigorous approach to the teaching of reading develops learners confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners phonics knowledge.		All subject leaders have been allocated small budgets in order to support their knowledge. They have been empowered to become the experts who support the subject knowledge of others. DH, LE, DI, CH, in particular have had to undertake a great deal of research to meet the demands of subject leadership. Pre-tests to be used to assess unit readiness rather than demonstrate progress. Do not start the new unit if the children's foundations of understanding aren't there. Need to develop substantial/disciplinary concepts of understanding as an assessment system for non-core. The strengths of RIC need to be supplemented with more engaging pedagogy (debates, ZOR, intensity lines, silent debates, 20-word summaries, 6-steps to unfamiliar vocabulary, predicted endings.) Evaluative, predictive and summary based activities. ML
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.		
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		
Impact		
Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.	Senior leaders in school rigorously monitor and have an overview of the curriculum as a whole. subject and middle leaders are expected to contribute. There is a strong belief that the broader curriculum plays a major role in improving standards in core subjects. There is a huge expectation that disadvantaged pupils should not be hindered by their circumstances with the schools focus on enriching vocabulary. All pupils with SEND access the same content as their peers and the level of support available to them is excellent. The school has an excellent system in place to check the progress being made by all pupils in all year groups.	Able pupils are mostly challenged to deepen their understanding. Leaders have been quick to identify what their most vulnerable pupils need. There are good systems in place to check that SEND pupils are making good progress. On the whole, support for SEND pupils is good. The school's curriculum recognises non-core subjects as being equally as valuable as core subjects - pupils now need to remember the learning from this new framework.
Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.	The school has created an excellent system which outlines the key knowledge that pupils should acquire and remember as they move through school – but it is newly introduced. The curriculum shows progression within strands in each subject. There is an excellent system in place for evaluating the curriculum – but it is just launching. Transition to High School is smooth and we regularly hear of the successes of past pupils. Transition at all stages of school is planned: Nursery-EY, EY-Y1, Y2-Y3 etc. Transition days are built into the curriculum.	Staff are keen to find out about pupils' personal interests and ensure that there is a full range of books available in the classroom as possible. Reading for enjoyment is an important feature in the school, with pupils being encouraged to read for a range of purposes. Ensure that the knowledge and skills progressions are being followed after their introduction this year. VM I have highlighted the 'detailed knowledge and skills' section yellow because it needs time to embed. We are on a journey with our newly developed curriculum and, due to the increased demand it carries, it will take time to assess the impacts. Furthermore, following and including current COVID disruptions, it is becoming clear to use that our children are not 'unit ready' in a number of subject areas and this is being addressed. ML
Pupils' work across the curriculum is of good quality.	The school has an excellent programme in place for helping pupils learn to read. The school is very keen to be at the forefront of any proven reading development that is happening nationally and internationally. Teachers are extremely keen that pupils enjoy reading. They are very focused on helping pupils develop a full range of reading skills. Adults recognise the importance of supporting pupils' reading. Pupils who struggle with reading are provided with excellent support and are picked up very early. The reading (or English) subject leader is the person initially responsible for collecting information about standards in reading.	
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.	We are so strong in the core subjects, but less detailed in some of the foundation subjects in terms of the knowledge and skills that are taught - this should change with the new curriculum. However, saying this, all children achieve well. Excellent transition procedures throughout school. Major transitions are smoothly considered with parent information evenings and transition week for children. High expectations are set from the start. Open access to free choice books which have recently been updated. As stated previously, core subjects are strong. VM End of KS2 results, particularly in reading, are not only well above national but are also surpassing the results of similar	

	<p><i>schools. This indicates the study of a broad curriculum where the children are learning and remembering more</i></p> <p><i>Feedback from Guiseley School is consistently glowing and places our children within their most able pupils.</i></p> <p><i>All pupils demonstrate pride and care in all subjects.</i></p> <p><i>Therefore, point 3 has been highlighted green. However, it is worth noting that our children's writing is not always as grammatically sound as it could be. ML</i></p>	
criteria (outstanding)		
<p>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:</p>		
<p>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.</p>		
<p>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>		
<p>Pupils' work across the curriculum is consistently of a high quality.</p>		
<p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p>		

Behaviour and attitudes

criteria (good, taking a best fit approach)	strengths	next steps
<p>The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' 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</p>	<p>There is little, or no, time lost in lessons due to disruptive behaviour. There is a strong sense of productivity in lessons with pupils being keen to do well and showing pride in their outcomes. Much thought has been given to how the classroom layout can support the learning taking place.</p> <p>The school's behaviour policy works exceptionally well. This is seen in the calm and purposeful manner that the school runs. The school has a well-defined system in place for supporting pupils with challenging behaviour. The system is applied consistently by all adults. Pupils are proud to attend the school and are quick to say so. The school has a very positive reputation in the locality. This has been hard-earned.</p> <p>The historical trend shows that attendance is improving and has been above the national average for some time. The rate of persistent absentees is also well below the national average. Punctuality is not an issue with the vast majority of pupils being ready for learning when they arrive at school. All groups', including disadvantaged and SEN/D, attendance is close to, above or well above the national average when compared to similar groups nationally. The school has been successful in working with families to ensure that there is no persistent absence amongst any of the school's families. Pupils are very punctual and therefore lessons start on time and there is little, if any, disruption because of late arrivals.</p>	<p>Pupils behave well on the whole. There are only a few times when learning is disrupted by inappropriate attitudes to learning.</p> <p>The senior leaders' behaviour management strategy has almost eradicated low-level disruption in lessons.</p> <p>On the whole, pupils' behaviour outside lessons is very good. There are occasions when the odd incident happens, however this is not a regular occurrence.</p> <p>Although most lunchtimes are calm, some adults can not apply the same rigour to their expectations of pupil behaviour.</p> <p>Pupils are sometimes involved in aspects related to behaviour management. The school occasionally seeks pupils' views through questionnaires and school council.</p>

<p>managing pupil behaviour. Staff make sure that pupils follow appropriate routines.</p>	<p>Adults in school apply a consistent approach to behaviour management. This is applied exceptionally well and consistently both within and outside the classroom. All pupils are aware of the school's policy regarding rewards and consequences. They know what is and is not acceptable as far as their behaviour is concerned.</p>	<p>Pupils make a few positive comments about the atmosphere in school and in classrooms. Parents say that their children are mostly happy in school and feel safe and well looked after. Staff, for their part, say that they enjoy teaching pupils who respond well to them. Covid has had an impact here.</p>
<p>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.</p>	<p>Pupils' books are well presented. Pupils take pride in their achievements and demonstrate good productivity. Pupils enjoy showing visitors their books and know that they will be received well. The pupils' good behaviour results in their academic progress being improved. This can be evidenced by progress and attainment measures. Pupils know that there is a high expectation that they are productive in lessons.</p>	<p>Occasionally, the school invites outside agents into the school to help support its messages to pupils. The frequency of these visits has been impacted by Covid recently.</p>
<p>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.</p>	<p>The school is committed to having well rounded pupils who do well in school and later in work, look after themselves physically and mentally and have a good relationship with their family and friends. Staff are a powerful role model for the pupils.</p>	
<p>Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p>	<p>There is a very strong sense of this being a school that places children first in all that it does.</p>	
<p>Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.</p>	<p>The anti-bullying policy, taking account of the latest initiatives, is up-to-date and includes a date for review. Governors know it well. Leaders, including governors, take any incidence of bullying seriously.</p>	
<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p>	<p>The curriculum addresses issues of pupils' safety well. It does so through units of learning in science and PSHE. The curriculum maximises opportunities for pupils to understand the importance of living a healthy lifestyle and to keep fit. It also provides all pupils with opportunities to understand more about mental health. Leaders have taken a proactive approach to online abuse and have worked hard at explaining to pupils what is and is not acceptable.</p>	
<p>criteria (outstanding)</p>	<p>strengths</p>	<p>next steps</p>
<p>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:</p>		
<p>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.</p>		
<p>Pupils consistently have highly positive attitudes and commitment to their education.</p>		

<p>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.</p>		
<p>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.</p>		

Personal development

criteria (good, taking a best fit approach)	strengths	next steps
<p>The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.</p>	<p>Staff work hard to give pupils a sense of belonging to a special community and to bring to their attention that they have responsibilities towards this community – Team Tranmere. The school staff work hard to ensure that pupils have every chance of becoming responsible, respectful and active citizens. Staff work hard to get across to pupils that they will have many responsibilities in life and these responsibilities need to be taken seriously. Pupils are taught that respect is something that they should strive to have for everyone. In the same way, staff emphasise that friendships should be built on mutual respect, truthfulness, trustworthiness, loyalty, support and positive feelings.</p> <p>School leaders are determined that staff see that part of their role is to help all children and young people understand and celebrate difference.</p>	<p>Most pupils understand what is meant by the term democracy and see it as a positive influence on society. They can speak about why they believe that they live in a democracy and can also explain the potential downfalls of not living in one. The school uses appropriate resources to help pupils understand more about living in a society that values diversity and democracy.</p>
<p>The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.</p>	<p>The school promotes the understanding that everyone has the freedom to choose and hold other faiths and beliefs and that this is protected in law.</p> <p>The school's equal opportunities policy is up to date and relevant. It is one that has been approved by governors and is regularly reviewed by them. All staff, including governors are committed to equal opportunities and this is inherent in the school culture. Leaders have a consistent approach to challenging any discriminatory behaviour by governors, staff, parents or pupils.</p> <p>Pupils discuss what prejudice means and have a good understanding of the term. They know that it is not right to comment on the someone else's choices, preferences or beliefs. Staff are good at explaining to pupils that stereotypes are often unfair, negative and destructive views about someone or a group of people.</p>	<p>It is emphasised to pupils that they need to think about their actions online or by message and be aware of how they can affect someone else. Pupils have a good awareness of the rules and principles associated with keeping safe online. Pupils are made aware of the potential risks associated with the internet. They are taught to understand what online abuse is. In addition, they are made aware of what terms like trolling, bullying and harassment are. More could be done here.</p>
<p>At each stage of education, the provider prepares learners for future success in their next steps.</p>	<p>School leaders show that they value a well-organised character education programme. Leaders know how important it is to have a balance between developing pupils' academic success as well as attending to their personal qualities. Pupils are highly supported to be self-aware which in part means that they understand that being responsible for themselves is about finding solutions and being confident that things can be put right. Staff are proactive in helping pupils develop their resilience. Pupils are well supported to work as part of a team and have a good understanding about what that means.</p>	<p>Pupils know that it is important that they are active and exercise regularly. They also know that doing this will be hugely beneficial to their well-being and to their mental health – extra curricular and inter school competition is coming back on line after Covid and we want to offer all the opportunities previously offered. The school is committed to ensure that all pupils participate in exercise as much as they are able.</p>
<p>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.</p>	<p>School leaders have produced guidance for staff about how they could encourage them to be more resilient. Teachers are committed to enabling learners to make decisions without always referring back to adults. Teachers have particularly focused on raising levels of confidence amongst learners.</p>	
<p>The provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to</p>	<p>Staff are excellent at supporting pupils to understand what constitutes safe and unsafe contact.</p> <p>School leaders recognise that pupils' emotional health and well-being is critical in developing a healthy, successful school community, including developing a pupil's social, emotional and</p>	<p>The school uses different strategies to get pupils to talk about their ambitions and aspirations. The school sometimes uses role models to talk with pupils about their jobs and their lives. Again – Covid</p>

<p>society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</p>	<p>behavioural skills. Leaders are very proactive in monitoring the health and well-being of pupils. The school uses a simple, evidence-based tool to help consider the full range of a pupil's behaviour, and balance protective factors and strengths with weaknesses and risks.</p> <p>Pupils are taught that families can be different to different people. Pupils are supported to understand that currently most relationships have a marriage and that marriage can mean two people of the same sex getting married as well as a marriage between a man and a woman. Leaders are very aware that the Relationship Education (RSE) became compulsory as from 2020.</p> <p>Early years staff have expertly created meaningful and successful liaison with parents, which include home visits, where appropriate. Staff are very aware of the next stage of education for their pupils. For example, Year 1 readiness is something that reception teachers are very familiar with. Although often not prioritised the school believes that it is invaluable to have excellent liaison between Year 2 and 3 as a new key stage is involved. The school staff work tirelessly to ensure that pupils leaving Year 6 are as ready as possible to meet the demands of Year 7.</p> <p>The immediate and wider location is a strong feature in the curriculum, especially in history and geography. The curriculum has been designed to enable as much first-hand experience to be provided. Staff are confident that the school's curriculum allows them to promote each aspect of SMSCD. They can give examples of when pupils are provided with activities which give them 'awe and wonder'.</p> <p><i>Governor input into this section of the SEF</i></p>	<p>has had an impact on the frequency of this.</p> <p>Good attention is given to the local community with the school being willing to involve itself with community events. Again – Covid has had an impact on the frequency of these opportunities.</p> <p>Leaders are aware of the need to monitor the impact of the school's SMSCD programme on pupils' achievements. However, other aspects having been higher priority during the pandemic.</p>
<p>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.</p>		
criteria (outstanding)	strengths	next steps
<p>The school meets all the criteria for good in personal development securely and consistently. Personal development is exceptional. In addition, the following apply:</p>		
<p>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.</p>		
<p>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.</p>		
<p>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.</p>		
<p>The way the school goes about developing pupils' character is exemplary and</p>		

is worthy of being shared with others.

Leadership and management

criteria (good, taking a best fit approach)	strengths	next steps
<p>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.</p>	<p>Attainment is at least in line with national averages across all subjects and often well above the national average.</p> <p>The school has very effectively identified the key knowledge that pupils need to acquire across all subjects, including the non-core and science. The curriculum has been designed with this in mind.</p> <p>There is a very strong ethos amongst the staff that all pupils, irrespective of background, are capable of achieving age-related expectation in all subjects. The only exceptions are pupils with genuine learning difficulties.</p>	<p>From early years to the end of key stage 1, and between the end of key stage 1 and the end of key stage 2 there is beginning to be a consistent picture of pupils accelerating progress.</p> <p>The school has very effectively identified the key knowledge that pupils need to acquire across all subjects, including the non-core and science. The curriculum has been designed with this in mind.</p>
<p>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 newly qualified teachers, build and improve over time.</p>	<p>Pupil progress meetings and the school's overall assessment system is a major contributor to helping staff keep track of pupils' progress.</p> <p>Senior leaders have created an excellent ethos which recognises that all pupils are capable of attaining the highest standards.</p> <p>All pupils are provided with every opportunity of 'keeping up' with their peers because of the quality of education they receive and also because of the quality of feedback provided to them. Leaders have ensured that all staff know exactly what pupils need to do so that they are successful learners and what the expectations are on a year-by-year basis. This has been extended to include standards in non-core subjects.</p> <p>The school leaders' excellent knowledge of the curriculum's intent ensures that they are in a very strong position to monitor its delivery and impact in classrooms. A combination of lessons observations, learning walks, scrutiny of books and discussions with pupils provides ample evidence of whether what was planned is actually being delivered well enough.</p>	<p>Staff enjoy working at the school and believe that they are well supported by a caring and hard-working senior leadership team. There is a positive atmosphere with almost all staff working as a team to secure the best possible outcomes for the pupils. Staff are confident that support is available to them, if required. Staff appreciate that established routines and procedures lead to behaviour being good and sometimes exemplary. Pupils know what is expected of them and have high expectations of themselves.</p>
<p>Leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling (there is no legal definition of 'off-rolling'; however, we define 'off-rolling' as the practice of removing a learner from the provider's roll without a formal, permanent exclusion or by encouraging a parent to remove their child, when the removal is primarily in the interests of the provider rather than in the best interests of the learner – off-rolling in these circumstances is a form of 'gaming').</p>	<p>They also have a superb system of checking how key knowledge has been retained and therefore have an exemplary assessment process which helps to indicate how successful the curriculum implementation is.</p> <p>The school's senior leaders were instrumental in creating and then developing the school's curriculum intent. Governors were also highly involved in the developments and were provided with early opportunities to engage in discussions. As a result, leaders are well placed to oversee its implementation and are confident in being able to judge the impact their curriculum intent is having on day-to-day practice. Leaders are also keen to make changes when necessary and recognise that there will need to be a degree of flexibility within the curriculum to allow for this.</p> <p>Standards in core subjects, as judged by the national assessments at the end of key stages, have been high for several years. There has also been a pleasing percentage of pupils attaining at the higher standard or greater depth at both key stages.</p> <p>The school has created an excellent system, which sees it being able to make judgements in non-core subjects.</p> <p>Middle leaders have a vital role in guaranteeing that the quality of education remains excellent. They have a major say in the provision for their subjects and carry out excellent monitoring to ascertain how successful their subjects are being delivered. They also carry out book scrutiny in a systematic way, which is helping to give a picture of the overall quality of education provided in their subject.</p> <p>There is a strong culture within the school of focusing on current research into teaching and learning.</p> <p>The school leaders are open to making changes to the current curriculum if new information comes to light linked to new research. There is an acceptance that whilst the current curriculum works well, it could be even better.</p>	<p>Almost all staff have bought into this and strive to ensure that all pupils are on-course to meet age-group expectations each year.</p> <p>In the main, leaders take interest in any new research into pedagogy and are keen to react if there is anything new that would improve the quality of education for their pupils. There is also some level of support for staff to carry out their own research. This has resulted in a few aspects of practice in school being altered as a result e.g., feedback and marking. Leaders are keen to see the school practice strengthen and they are well placed to implement such changes because of the good knowledge they have of the school's curriculum.</p> <p>There is enthusiastic support given to staff who want to carry out paired observations and activities, such as work watch. There are examples of staff having set up their own partnerships and in the main this is helpful in ensuring that conversations about teaching and learning are regular features during the school day. The school has an effective mentoring system for teachers new to the school, including newly qualified teachers.</p>
<p>Leaders engage effectively with learners and others in their community, including –</p>	<p>Whilst being aware that they cannot afford to see a fall in standards, as indicated by test results, there is nonetheless a huge pride in the outcomes as seen in pupils' books across all subjects.</p>	

<p>where relevant – parents, carers, employers and local services</p>	<p>The school has created an excellent broad and balanced curriculum which takes account of the locality, pupils' context and the national curriculum requirements. Pupils' books are used by the school as an indicator of how well they are doing. Book scrutiny takes full account of all subjects, not just the core. Pupils' reflection on their learning plays a major role in helping them to 'raise their game' and to feel pride in each other's achievements.</p>	<p>Progress measures have mostly been positive indicating that pupils are improving their learning as they move through the school.</p>
<p>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.</p>	<p>The school ensures that when monitoring it takes account of all aspects so that judgements are triangulated effectively. Book scrutiny has become increasingly important over time with subject leaders having a full involvement in the process. Pupils are often spoken with at the same time as their books are scrutinised. Very often they bring their book and talk to leaders about their learning, showing examples from their books. This is then linked with observation of the teaching and learning.</p> <p>School leaders are confident that there is a strong commitment to teamwork amongst the staff. They welcome new research into pedagogy and consider its implications for the school. Leaders have been instrumental in creating the school's curriculum intent and are therefore very confident of what to look for, not just in lessons, but also in pupils' books. All staff know that leaders are very much on top of the quality of education issues in school. They therefore know that their practice will be constantly scrutinised.</p>	<p>The school has identified key knowledge and skills for non-core subjects to work out how well pupils are performing.</p> <p>Subject leaders have good oversight of the quality of education provided for pupils in each year.</p> <p>Most staff have an expectation that they are involved in some aspect of in-school research which feeds into improvement in curriculum delivery.</p>
<p>Leaders protect staff from bullying and harassment.</p>	<p>School leaders are confident that there is a strong commitment to teamwork amongst the staff. They welcome new research into pedagogy and consider its implications for the school. Leaders have been instrumental in creating the school's curriculum intent and are therefore very confident of what to look for, not just in lessons, but also in pupils' books. All staff know that leaders are very much on top of the quality of education issues in school. They therefore know that their practice will be constantly scrutinised.</p>	<p>The school has days for parents, governors and the community to showcase its successes – these are now coming 'back on line' post pandemic.</p>
<p>Those responsible for governance 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.</p>	<p>The school leaders are monitoring the curriculum's impact on standards, as a whole, and on the way the pupils respond to it. During their evaluation of this monitoring, they are regularly asking if there is anything that could be improved upon. Staff and pupils are sometimes involved in this process. Leaders are keen to get the curriculum as good as possible and seek help, when required, from outside experts. They also share their intent with other local schools in an effort to gain feedback which they may be able to act upon.</p> <p>Leaders are aware of most of the latest information that is available through research. They follow the Education Endowment Foundations (EEF)'s website and ensure that any pertinent information is passed on to individual members of staff or senior leaders.</p> <p>Leaders are extremely keen to find out what methods are proving to be successful in other schools. To this end, they encourage their subject leaders to link with other local schools and consider what good practice looks like for their subject. Many staff support other staff from other schools already and there is much encouragement from leaders for this to continue.</p> <p>Leaders have created a culture where staff feel confident to signal that they require support, either at the stage of planning or delivering. Staff know once they have raised an issue that support will be available to them. Similarly, all staff are encouraged to provide support to one another and there is a system in school where subject leaders are expected to support staff.</p> <p>Leaders have successfully set up systems which ensures that there is strong partnership working within the school and also across a cluster of schools.</p>	<p>Leaders are visible around the school and have strong understanding knowledge of what is being taught.</p> <p>Good attention is given to creating a school culture where staff are seeking to improve their professional standing. Staff are encouraged to carry out individual research, but the school could not yet be described as a totally research-focused one.</p>
<p>Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding and promoting the welfare of learners.</p>	<p>Leaders have created a culture where staff feel confident to signal that they require support, either at the stage of planning or delivering. Staff know once they have raised an issue that support will be available to them. Similarly, all staff are encouraged to provide support to one another and there is a system in school where subject leaders are expected to support staff.</p> <p>Leaders have successfully set up systems which ensures that there is strong partnership working within the school and also across a cluster of schools.</p> <p>Subject leaders are seen as key to ensuring the quality of education provided is as good as it can be. There is an expectation that subject leaders see themselves as experts and are in a position to provide support to members of staff, as is seen necessary. Time is allocated for them, to link with other subject leaders from the immediate area and beyond and to carry out individual research.</p>	<p>The school has taken time and considered a few different possible approaches before deciding as to what is the right curriculum for the pupils. At most stages, staff and governors have been consulted. Each new change has been managed well, with staff being given time to talk about new ideas and then feedback to senior leaders.</p> <p>Leaders have in place a regular monitoring system. This includes observations of lessons, learning walks, discussions with pupils and book scrutiny. Pupil progress meetings and appraisals also add to weight of knowledge collected by the school. Senior leaders and subject leaders are involved in the range of monitoring activities. The leaders decide on the focus, which is usually decided upon according to either school or national issues. There is effective evaluation of the monitoring and from there action plans are drawn up.</p>
<p>The provider has a culture of safeguarding that supports effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who</p>	<p>They are highly involved in the monitoring system, especially in carrying out book scrutiny and discussions with pupils. They are very involved in creating the long- and medium-term plans for their subject and there is an expectation that they know what is being covered at any time of the term.</p> <p>The quality of teaching and learning across the school is excellent. This is because of leadership focusing on improving teaching and learning and ensuring that all staff have the highest expectations for their pupils.</p> <p>The school does everything it can to engage parents and carers. It provides excellent opportunities, through workshops, to help them understand better the learning their children are experiencing. The school provides them with clear guidance as to what pupils are expected to learn on a year-by-year basis. The guidance on home learning is also excellent.</p> <p>Apart from excellent weekly newsletters (mostly online), parents and carers are provided with well organised and easy-to-follow subject updates. The school has a range of workshops running across the year and also has specific meetings set up for vulnerable parents and carers or the parents and carers of vulnerable pupils.</p>	<p>There are still a few pockets of inconsistency, but these are quickly being eradicated.</p> <p>Because parents work with the school in a constructive way, it has a positive impact on outcomes for pupils. The role that parents play in supporting their children's reading is just one example of how this works. Parents believe that they are an important part of their child/ren's education and are keen to be fully involved.</p>

may be a risk to learners and vulnerable adults.

School leaders are extremely aware that teacher workload and burnout is a significant on-going issue that needs addressing at policy level. Leaders have, therefore, been proactive in finding out about the latest research into the impact marking, feedback, planning and preparation has on pupils' learning. They have given considerable deliberation to what helps pupils make maximum progress, but at the same time require staff to work efficiently and effectively. Leaders have created a questionnaire that staff access and complete, if they wish, to help them assess the health and well-being of staff. Leaders have ensured that there are comprehensive and clear messages on-line and in newsletters reminding visitors to school, including parents and carers, to treat staff with respect and courtesy.

Pupils from disadvantaged backgrounds are doing well as is indicated by their progress measures. Both in terms of attainment and progress the school has done well to diminish the difference over the past few years. Attention to language acquisition, including improved vocabulary, has had an important part to play in this respect. There has been good attention to basic skills which has raised confidence levels amongst these pupils. The quality of interventions is really good, ensuring pupils are not falling behind but at least keeping up with their peers. Pupils with SEND are included in almost all lessons. The quality of their interventions is very good, with these being carefully linked to their needs. These needs are regularly analysed and readdressed. The school leaders are highly ambitious for SEND pupils and challenge them to do their best. As a result of the analysis of need undertaken by school leaders, the curriculum has been modified to take account of pupils' backgrounds, contexts and social aspects. The curriculum is therefore highly focused on pupils' needs. The use of the pupil premium grant funding has been carefully analysed to ensure that it is providing maximum impact for pupils.

Governors have an excellent understanding of the national and local data and use this exceptionally well to check on the school's successes and weaknesses. They also have excellent understanding of the data for different groups of pupils, including disadvantaged pupils. They are particularly rigorous in ensuring that disadvantaged pupils are being well supported. Governors know of the school's curriculum intent. They understand the importance of ensuring the context of their pupils has been considered. Similarly, they are keen to ensure that the locality figures highly in the curriculum. Individual governors were involved at the development stage and all governors were informed of the final curriculum design. The governors are in a good position to both support and challenge the school leaders and do so regularly. Governors appreciate that they have a role in helping the school improve its performance. In this respect, they want to see that their spending decisions are making a difference and that best value is an important part of their evaluation processes. The governors are involved in the performance management of the headteacher. They work closely with the external adviser to ensure that the headteacher is effectively challenged and supported. The governors have ensured that the senior leaders have an effective monitoring programme, which helps them have a good overview of how well the school is performing. The Governing Body ensures that it carries out its statutory duties effectively. All safeguarding and child protection policies and procedures are up-to-date and reviewed regularly by governors.

All safeguarding and child protection policies have been updated to include any new legislation in relation to safeguarding and child protection. They are reviewed regularly by governors and a date set for the next review. This aspect of the school's work is carried out meticulously and recognised as a very important aspect of leaders', including governors' work. Governors adhere to their safe recruitment policy and follow it carefully before drawing up a short list and appointing new staff. The school follows this rigorous set of procedures before appointing any new member of staff. All staff and governors are very clear about the difference between safeguarding and child protection. They have excellent knowledge of how each relates to the school and its pupils.

All people with designated responsibility are named and there are posters around the school with photographs and names of the designated people shown. All staff would know immediately who to contact if they had need to. Apart from the on-going monitoring by governors and senior leaders, the school has taken the decision to bring in an external consultant to ensure that the school is not missing something that should be in place. Despite this being a costly annual outlay, governors, none-the-less feel it is money well spent. They go through the report they receive meticulously and ensure that any concerns are dealt with as a matter of urgency. The school leaders give much attention to ensuring that all staff know where not look if they require further information. The school has a file or electronic system, relating to safeguarding and child protection, which is available for every member of staff. New staff are provided with appropriate training, as part of their induction, to help them. This includes an explanation of what information is available and where to find it. Safeguarding is effective. The school

Parents are provided with a booklet about age expectations and most find this useful to help them gauge what their children should be able to do.

The school has an active parents' association which works hard to raise additional funds for the school. The events it organises does help to bring staff and parents closer together with the benefits this brings. In addition, parents play a supportive role on a day-by-day basis by offering to come into school to listen to readers or work in the classroom. Parents also fulfil a role on the Governing Body, with a pleasing percentage of the governors being parents.

Governors know how the inspection dashboard works and use this as part of their evaluation of the performance of the school.

Governors have ensured that their knowledge is up to date by attending training, including training related to new national and local initiatives.

There is good evidence to suggest that historically pupil premium funding has been spent well, with pupils that are targeted making good progress over time.

The evidence that leaders have collected strongly suggests that the progress made by disadvantaged pupils is positive.

	<p>always acts in the best interest of a learner to protect them online and offline.</p> <p>The school has very accurately identified what the key areas that pupils need to catch up on are in order to be at a position in their learning and progress that matches where they would have been had the pandemic not hit.</p>	
criteria (outstanding)	strengths	next steps
<p>The school meets all the criteria for good in leadership and management</p> <p>securely and consistently. Leadership and management are exceptional.</p> <p>In addition, the following apply:</p>		
<p>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.</p>		
<p>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.</p>		
<p>Staff consistently report high levels of support for well-being issues.</p>		

Quality of EYFS education

criteria (good, taking a best fit approach)	strengths	next steps
Intent		
<p>Leaders adopt or construct a curriculum that is ambitious</p>	<p>The school's EYFS curriculum has been appropriately built around the four guiding principles that shape the</p>	<p>Practitioners ensure that children have a good</p>

<p>and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.</p>	<p>setting. These are, recognising the uniqueness of every child, the formation of positive relationships, creating an enabling environment and recognising the importance of learning and development (across all seven areas). Practitioners have analysed the new framework very carefully and adjusted their curriculum plan accordingly. They have spent time together, as a team, to ensure they have full understanding of what is required and are confident that their curriculum meets the new requirements. The early years' leader has explained to the rest of the staff how the new framework for early years differs from the previous one. Most of the time has been spent with the Year 1 staff.</p>	<p>understanding of number to 10, including the composition of each number.</p>
<p>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.</p>	<p>The new 'early learning goals' have been set out for Year 1 staff so that they can prepare accordingly. Key Stage 1 staff have a good understanding of the changes that have occurred for the seven areas and are ready to adjust their planning in science, history and geography in particular.</p>	<p>Early years' practitioners are good at knowing how to apply the phonics programme and have become knowledgeable in doing so.</p>
<p>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.</p>	<p>There is a good balance struck between directed teaching which includes teaching phonics and mathematical skills and giving full attention to children's personal interest.</p> <p>There are excellent arrangements in place to support children with SEND, giving full attention to the special educational needs code of practice. Similarly, excellent attention is provided for those from disadvantaged backgrounds.</p> <p>There is excellent balance between improving children's knowledge, understanding and skills through focused activities and a need to allow children to learn by following their own interests.</p>	
<p>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.</p>	<p>Practitioners are very aware of the key or significant knowledge that children should acquire in their early years. Similarly, they are clear about the level of skills children need before they move onto Year 1.</p> <p>Practitioners have successfully considered the individual needs, interests and development of each child in their care. They have expertly used this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.</p>	
<p>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.</p>	<p>Assessment plays an important part in helping practitioners to recognise the progress children make. On-going (formative) assessment is an integral part of the learning and developmental process.</p> <p>The early years staff have excellent knowledge of the early learning goals in all the seven areas. However, the curriculum is much broader than this and has a good balance of focused activities, such as phonics and child-initiated activities which link to improving the skills and knowledge that children need to achieve. The way the excellent curriculum is designed enables the staff to be flexible enough to accommodate the interest of the children in their care.</p>	
Implementation		
<p>Children benefit from meaningful learning across the curriculum.</p>	<p>Practitioners know how important developing children's vocabulary is. They are proactive in helping children use full sentences and new, unfamiliar words. Practitioners know how important it is to speak precisely using correct standard English and not speaking down to the children.</p>	<p>Children listen attentively in a range of different situations.</p>
<p>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</p>	<p>Practitioners know how important singing is in relation to children's speech and language development. They know it helps them differentiate sounds and recognise rhymes, as well as extending their vocabulary and developing memory.</p> <p>Reading is given a high priority, with reading to the children being seen as a very important activity.</p> <p>Practitioners emphasise to parents how important it is that they read to, or with, their children at home. The</p>	<p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>

<p>that children practise their reading from books that match their phonics knowledge.</p>	<p>early years' leader has organised meeting/s for parents to talk to them about how to engage their children with great quality texts.</p>	<p>Children show that they can maintain attention, concentrate and sit quietly when required to do so.</p>
<p>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.</p>	<p>Children are highly motivated and very eager to join in activities with others or spend time on an activity by themselves. They consistently demonstrate curiosity, imagination and concentration.</p>	<p>They also have two-channelled attention, that is, they can listen and continue with an activity for short span.</p>
<p>Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.</p>		<p>They are generally good at giving attention to what others have said and respond in an appropriate way.</p>
<p>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.</p>		<p>They generally show much respect to the adults who work with them and behave in a positive manner.</p>
<p>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.</p>		<p>Once they have started to work or play, children show that they can sustain their interest for long periods.</p>
<p>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.</p>		<p>The range of resources and equipment available to early years staff is good. This is both inside and out. School leaders recognise the importance of an effective early years and ensure that practitioners are supported as best they can. The range of resources and equipment available allows practitioners to provide additional challenge at the right time when children are engrossed in a play activity.</p>
		<p>Both the inside and outside environments are conducive to creating a positive opportunity for children to learn.</p>

<p>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.</p>		
<p>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.</p>		
Impact		
<p>Children develop detailed knowledge and skills across the seven 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.</p>		
<p>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.</p>		
<p>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.</p>		
<p>Children enjoy, listen attentively and respond with comprehension to familiar</p>		

<p>stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.</p>		
<p>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.</p>		
<p>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.</p>		
criteria (outstanding)		
<p>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:</p>		
<p>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.</p>		
<p>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.</p>		
<p>Children are highly motivated and are eager to join in. They share and cooperate</p>		

well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.		
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