

Quality of Education (Out/Good)	Behaviour & Attitudes (Out/Good)	Personal Development (Out/Good)	Leadership & Management (Out/Good)	EYFS (Out/Good)	School Specific (Out/Good)
<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • We have an ambitious curriculum which supports our learner with the skills and knowledge. It encompasses the NC with a wider ambition to promote STEM subjects. • We focus well on disadvantaged children through a well-planned curriculum. • Our youngest of children are highly motivated. • Sticky knowledge is shared with all staff and individual targets are set for all children to ensure there is always a next step to their learning, regardless of their developmental stage of learning. • Curriculum design is led by the NC yet adapted to ensure dedicated time is given to ensure no child is left behind. • Key skills and knowledge shared with children that need recall daily/weekly • There is a strong focus on early reading and vocabulary throughout the school. 	<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • All children are constantly rewarded for showing good behaviour and learning behaviours, this is celebrated by all staff and in the Newsletters shared with parents and carers. • Our SMSC is good and our children demonstrate the skills needed to explore, ask questions and are curious learners. They are kind, reflective and open minded. • The curriculum design is promoting curious learning, children are able to scaffold each other, ask questions and seek answers through a variety of problem solving challenges across many areas of the curriculum. • Children with additional needs who require behavioural support are catered for well. Key Staff working with ASD 	<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • Visitors comment on the polite and welcoming nature of our children, their confidence and communication skills in new situations. • Teachers planning is thorough and sequential but also offers an insight into the wider world, opinions of others, discussion about right and wrong and ensures children understand the skill of acceptance in others. • We continually challenge stereotypes, racism and inequality through literature, art, focus days and daily learning • Personal values are explored, discussed and underpinned by morality. • Creative homework projects ensure pupils benefit from a variety of opportunities to develop their own 	<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • Leaders are utilising their strengths and skills in “building” a new school, implementing systems and laying the foundations for future years. They work with other SLT throughout the Trust. • All staff are clear about their roles and responsibilities with a focus on improving children’s outcomes by all. • Wellbeing of children and staff is paramount throughout the school and underpins the choices we make and our curriculum design and policies. • The Executive Head is the Primary operational lead for the Trust. 	<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • The Nursery and Reception class staff work very closely with each other to support children developmentally. • Enhanced provision is excellent and staff offer a variety of provocation challenges each day. • We offer our youngest children a diverse curriculum whereby we believe there is nothing a 3/4yr old cannot do! • Our environments promote language development and are vocab rich. • Our children move to Y1 seamlessly as a result of readiness to learn, curriculum access and excellent progress from their starting points. 	<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • Opened up new classrooms within the building 1xYR 1x Y1 1xY2) and implemented new systems year on year- focus on our curriculum design. • Building a learning culture with an environment that promotes this-sticky knowledge time/doors/lanyards • We Celebrate Diversity at every opportunity. • Built a solid new core team with teaching and learning delivered to a high standard • Fully inclusive school with a variety of high needs children that EP state would need specialist schools- we meet their needs well and we foster an open school where all children really do shine brightly!

<ul style="list-style-type: none"> • Questioning strategies are used throughout subjects, days and staff to support good opportunities for all. • Reading sessions are well planned- including end of the day class reads-CROWD 	<p>children are trained to de-escalate and are well supported</p>	<p>talents and interests.</p>			
<p style="text-align: center;"><u>Areas to Develop</u></p> <ul style="list-style-type: none"> • To continue to work on retrieval strategies as the school grows in age and stage. To raise the profile with new staff. • To ensure reading is prioritised across our whole curriculum and that high quality texts are used to make links with all learning areas in all subjects. • Support new staff 3x ECTs in their curriculum planning and delivery and train new support staff in the delivery of daily Interventions. 	<p style="text-align: center;"><u>Areas to Develop</u></p> <ul style="list-style-type: none"> • Systems are embedded to ensure learning behaviours are displayed. Behaviour rewards and sanctions are clear to all children throughout the school. • We build a strong PSHE curriculum that supports learning across all subjects, offers time to talk in 1:1 and small groups and one that allows pupils to understand the differences between what is right and what is wrong and supports a strong personal ethos. • The school focus on positive behaviour throughout, happy spots are used well and children use them to refocus and recharge. 	<p style="text-align: center;"><u>Areas to Develop</u></p> <ul style="list-style-type: none"> • To continue to develop a wider curriculum with education trips, school clubs and enterprise challenges as we grow. • To continue to focus on building our curriculum to support opportunities, Diversity and RSE and to integrate this into our teaching. • We introduce roles of responsibility across the school so that children feel they have ownership. Ex. Librarians, student council. 	<p style="text-align: center;"><u>Areas to Develop</u></p> <ul style="list-style-type: none"> • To continue to build the SLT structure and teaching team. • To develop core subject leaders who are confident in their subject and can support a growing team. • Embed and further our knowledge of all subjects and embed the essential knowledge of these subjects using a variety of strategies- new ways of doing things! 	<p style="text-align: center;"><u>Areas to Develop</u></p> <ul style="list-style-type: none"> • To ensure consistency across new EYFS rooms and new staff. • To continue to develop our outdoor learning area both in front of and behind for EYFS children to build gross motor, storytelling and role play. • To continue to build an ambitious curriculum for our youngest learners, making links with early learning across foundation subjects. 	<p style="text-align: center;"><u>Areas to Develop</u></p> <ul style="list-style-type: none"> • Embed our curriculum intent • Develop subject leadership in new roles • To train new support staff and 3x ECTs in NHP schemes, expectations and aspirations. • To continue to build our Governing Body with skilled professionals from our local community.