



School Self Evaluation Form

School



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Exec Headteacher

Rae Aldous

Head of School

Lauraine Barnes and Louise Creed (Interim Head of School - Rachel Kounnas)

Date

June 2023

School Context	Revision date: June 2023	Author: Lauraine Barnes and Rachel Kounnas
<p>Students</p> <p>Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions. Keep this section simple, short and factual.</p>	<p><u>Westwood Primary</u></p> <p>Number on roll: 227 plus 26 part time nursery places</p> <p>Pupil premium 42%. FSM 42%</p> <p>Proportion of SEN: 31% EHCP: 5% SEN Support: 26%</p> <p>Stability: 86.4%</p> <p>EAL: % Minority Ethnic Group 9%</p> <p>Attendance: All - 92 % Disadvantaged - %</p> <p>Persistent absence: All 17.7% Disadvantaged -10.1 %</p> <p>LAC: 0 children. Social Care involvement: 7%</p> <p><u>Grove Primary</u></p> <p>Number on roll: 334 plus 26 part time nursery places</p> <p>Pupil premium: 25%. FSM 25%.</p> <p>Proportion of SEN: 23% EHCP: 3% SEN Support: 20%</p> <p>Stability: 86.4%</p> <p>EAL:2 % Minority Ethnic Group 4%</p> <p>Attendance: All 93.3 % Disadvantaged - 91.5%</p> <p>Persistent absence: All -19 % Disadvantaged - 7%</p> <p>LAC: 1 child. Social Care involvement: 3%</p>	

<p>Staffing</p> <p>Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence/extent of supply cover. Again, keep it short and factual.</p>	<p>The Executive Headteacher and governing body share responsibility for both schools. Both schools work in partnership with one another, sharing a senior leadership team composed of Executive Head x1 , Head of School x 2, Assistant Heads x 5. 3 of our Assistant Heads are phase Leaders who work across the two schools. 1 of our Assistant Heads is lead for Pastoral and SEND and another Assistant Head is lead for teacher development across the Trust working with us 1 day a week. 1 SENCO who works part time(0.6) across the two schools.</p> <p>From September 2023/24 our staffing structure will be:</p> <p><u>Westwood Primary</u></p> <p>Members of teaching staff- 6 full time - 2 part time</p> <p>Members of support staff- 12 full time - 1 part time</p> <p>ECT- x2 ECT1 x2 ECT2</p> <p>Pastoral team - x2 Family Support Advisors - 1 full time, 1 part time (0.8)</p> <p>Maternity - 2 teachers +1 teacher returning in December</p> <p><u>Grove Primary</u></p> <p>Members of teaching staff-11 full time - 1 part time</p> <p>Members of support staff- 10 full time - 5 part time</p> <p>ECT- x1 ECT1 x1 ECT3</p> <p>Pastoral team- x1 full time Family Support Advisor</p> <p>Maternity- 1 teacher from December</p>
<p>Other features</p> <p>Any other features which affect your school but which are largely outside your control. This may include contextual information relating to Covid-19 absence rates or remote learning provision. Remember, all schools have been affected to varying degrees, so keep it specific.</p>	<p>Lowestoft is a coastal town with high levels of deprivation.</p> <p><u>Westwood Primary</u></p> <p>Westwood has over two thirds of children living in decile 1 and 2 .</p> <p><u>Grove Primary</u></p> <p>35% of our school cohort live in decile 1 or 2 with 46% living in decile 8 or 9. The remaining percentage is evenly spread between deciles 3-7.</p>

Overall Effectiveness	Overall 13A +/-		Last revision date: June 2023	Author: Rae Aldous/Lauraine Barnes/Rachel Kounnas
<p>Summary</p> <p>The main reasons for choosing this 1234 are.....</p> <p>(if + or -, explain why)</p>	<ul style="list-style-type: none"> • The school is exceptionally well led and managed. • Correct priorities for school development are identified and can be articulated by all staff members. • The curriculum has been well designed and is fit for purpose. • Teaching and learning is highly valued and is strong throughout the different phases. • There is a strong ethos of continuous professional development (CPD) for all staff • Outcomes for children at all phases of the school are strong and generally in line with national expectations. If there are data gaps between disadvantaged and non disadvantaged children, this is due to specific SEND or because there are very low numbers of Disadvantaged children • The school is a calm harmonious setting and children are cautious, well mannered and calm. • There is a welcoming and nurturing ethos to everyone which permeates everything 			
Strand	Judgement from other sections	1234	Strengths	Areas for Development
Quality of Education		2	<ul style="list-style-type: none"> • The Quality of Education to be a strong good with outstanding features. • The curriculum is sequentially and coherently planned in all subject areas and intent documents are understood by all teaching staff. • The curriculum is implemented as prescribed by the curriculum intent documents • The impact of the curriculum can be seen in the outcomes in terms of pupil attainment and progress as well as the work that they produce in books etc. • Teachers use a range of pedagogical skills to deliver the curriculum intent which are best suited to the subject, age , ability demographics etc of the 	<p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.</p> <p>A1.2 Oracy developed across the subject areas - key vocab and strategies identified within subjects</p> <p>A1.3 Spelling - To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.</p> <p>A.1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p>

			<p>children in the class. Teacher's adapt planning intent documents as required.</p> <ul style="list-style-type: none"> ● Adaptive teaching is a strength of the school and inclusion for all is well considered. ● Where the teaching is strong, and in the majority of classes, staff have high expectations of what pupils can achieve and pupils are supported if they are at risk of falling behind or they have additional needs. ● Reading and Maths are a strength of the school. 	<p>A.1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another</p> <p>A 1.6 Science - to improve consistency in implementation of the Working Scientifically aspect of the Science curriculum</p> <p>A.1.7 - To embed the Essential SENDCO toolkit into staff's language and evidenced in IEPs.</p> <p>A.1.8 -To further embed the use of technology to assist with SEND.</p>
<p>Behaviour & Attitudes</p>		<p>1</p>	<ul style="list-style-type: none"> • We judge this category as 'Outstanding. Pupils show a real love of learning and the large majority behave exceptionally well in and out of lessons. • The school is calm, harmonious and has been described as one big supportive family by our parents. • Nurture is the foundation block to all that we do. • Positive relationships between staff, families and pupils is clearly visible across the school at all levels. • The pupils are confident and well mannered. • Pupils feel school is a safe place. • Some children with additional SEMH or ASD needs are supported exceptionally; with time and space provided by trained staff members at times of dysregulation 	<p>A2.1 To further improve attendance at both schools ensuring the schools are above national averages for attendance and persistent absence</p> <p>A2.2- To further reduce exclusion and suspensions by implementing standard operating procedures for Suspensions and Permanent Exclusion across both schools leave for now</p>
<p>Personal Development</p>		<p>1</p>	<ul style="list-style-type: none"> • Personal Development links directly to our Personal Development and Skills for Life Pillars of our Curriculum Map. • Our Personal Development and Skills for Life Curriculum Pillars, ensure pupils are well prepared for life in modern Britain, understanding how to be responsible, active citizens that contribute 	<p>A4.1 -to create a plan to show how the different cultural and enrichment activities are delivered from EYFS to Year 6 and across subjects</p> <p>A4.2 - to embed pupil leadership across the curriculum and within the community</p>

			<p>positively to society.</p> <ul style="list-style-type: none"> ● Assemblies focus on five themes; Religion and Worldviews, Positive Lifestyles, No Outsiders, Picture News (Current affairs) and Celebration (#Actives). These take place once a week with themes developing over the half term/term. ● Our Character Development programme focuses on developing the whole child and links directly to our Curriculum Map, Assembly offer, British Values, Enrichment Activities and Opportunities, 'No Outsiders, Leadership Opportunities Programme and #Actives programme 	
<p>Leadership & Management</p>		<p>1</p>	<ul style="list-style-type: none"> ● Leadership at every level across the schools is exceptional ● Senior Leaders are accurate and clear about the school's strengths and weaknesses and can articulate these well ● All staff can clearly articulate the schools areas for improvements and understand the steps that will be taken to address them. ● There is a clearly articulated school ethos and vision for the school understood and owned by all staff member, ● The curriculum ethos and intent is well thought out and clearly articulated by all staff. ● Children at the school do well from their starting points and enjoy coming to school ● Staff are in receipt of a robust CPD programme ● Well being and care for all within the school community is of the highest priority and staff report that they are happy in their work. ● Leadership strength includes comprehensive, relevant and reflective action planning systems at Trust level, school Governance, Senior leadership, 	<p>A3.1 - Subject Leaders to undertake regular data analyses to cross reference and improve standards for their subject area.</p> <p>A3.2 Whole school work scrutinies of standard in Foundation Subjects as well as core subjects looking at progress across the Phases from EYFS to UKS2</p>

			<p>Phase leadership and subject leadership. This ensures well informed strategies are put in place to sustain and develop school improvement, provision and outcomes for all pupils.</p> <ul style="list-style-type: none"> • Governance is at the heart of leadership. 	
EYFS		1	<ul style="list-style-type: none"> • Westwood Primary and Grove Primary are Ofsted graded Outstanding settings • EYFS specialist teachers and support staff are employed to work in Nursery and Reception. These staff have received or are qualified in Early Years and have a sound understanding of the EYFS Statutory Curriculum and Birth to Five. • EYFS places at Grove and Westwood are generally oversubscribed. • Children leave EYFS ready for their next stage in learning • Children have opportunities to develop the Prime and Specific Areas of the EYFS curriculum utilising the indoor and outdoor provision as well as enhancements to the environments and enrichment activities. 	<p>A 5.1 -Further develop a consistent approach to continuous provision (both indoors and outdoors) in all EYFS classrooms across the school which is high quality, fit for purpose, meets the needs of all children and that children use the provision appropriately with purpose. The provision (indoors and outdoors) must allow for the EYFS areas of learning to be fully embedded and children show consistently positive levels of well being and engagement in a purposeful environment.</p> <p>A 5.2 -- Further develop adult interactions support children's learning and development</p> <p>A 5.3 - To Further develop the EYFS curriculum ensuring and embedding a coherently well sequenced intent and ensure it is consistently implemented across all EYFS classrooms.</p> <p>A5.4 - To further strengthen communication and language across all areas of the EYFS curriculum, particularly for disadvantaged and vulnerable children and those children who on entry are lower than the baseline expectation starting points</p>
Safeguarding	Effective		<ul style="list-style-type: none"> • Safeguarding is a strength of the school. • COMPLETE AFTER SAFEGUARDING REVIEW 	<ul style="list-style-type: none"> • COMPLETE AFTER SAFEGUARDING REVIEW

Quality of Education	Overall 1234 +/- :	Last revision date: June 2023	Author: Lauraine Barnes
<p>Summary</p> <p>The main reasons for choosing this 1234 are.....</p> <p>(if + or -, explain why)</p>	<ul style="list-style-type: none"> • The Quality of Education to be a strong good with outstanding features. • The curriculum is sequentially an coherentlyplannedin all subject areas and intent documents are understood by all teaching staff. • The curriculum is implemented as prescribed by the curriculum intent documents • The impact of the curriculum can be seen in the outcomes in terms of pupil attainment and progress as well as the work that they produce in books etc. • Teachers use a range of pedagogical skills to deliver the curriculum intent which are best suited to the subject, age , ability demographics etc of the children in the class. Teacher’s adapt planning intent documents as required. • Adaptive teaching is a strength of the school and inclusion for all is well considered. • Where the teaching is strong, and in the majority of classes, staff have high expectations of what pupils can achieve and pupils are supported if they are at risk of falling behind or they have additional needs. • Reading and Maths are a strength of the school. 		
<p>Even Betters....</p> <p>To reach the next grade or to continue to be outstanding we need to:</p>	<p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.</p> <p>A1.2 Oracy developed across the subject areas - key vocab and strategies identified within subjects</p> <p>A1.3 Spelling - To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.</p> <p>A.1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p> <p>A.1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another</p> <p>A 1.6 Science - to improve consistency in implementation of the Working Scientifically aspect of the Science curriculum</p> <p>A.1.7 - To embed the Essential SENDCO toolkit into staff’s language and evidenced in IEPs.</p> <p>A.1.8 -To further embed the use of technology to assist with SEND.</p>		

A1.9-History and Geography- to embed hands-on learning and engagement within the subjects.

Strand		Key phrases from the Criteria	1234	Strengths	Areas for Development
Inte nt	1.1 Curriculum ambition: knowledge, skills & cultural capital	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	2	<ul style="list-style-type: none"> Our CURRICULUM MODEL outlines core pillars (Core learning, Creative Learning, Knowledge and Understanding of the World, Personal Development, Skills for Life and Depth of Learning) on which both our curriculum and our school ethos is designed. The school has developed a curriculum, which is rich in oracy, key skills and real life experience to support all pupils, the majority of which are disadvantaged, to address the high level of deprivation and the fact that the locality does not allow for the appreciation of a range of cultures and cultural capital opportunities. Parents are well-informed, and we aspire to them being active partners in the school. Parents are provided with pupil reports and year group specific curriculum leaflets. Both the school website and Facebook provide a wealth of information on the curriculum and current learning. When possible, we hold 	<p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.</p> <p>A1.2 Oracy developed across the subject areas - key vocab and strategies identified within subjects</p> <p>A1.3 Spelling - To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.</p> <p>A1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p> <p>A1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another</p>

			workshops and reading sessions. Alongside parent interviews, all of this ensures parents are informed in what their children are learning and the curriculum progression for this. They also know how well their children are progressing and what their child needs to do to improve.	<p>A 1.6 Science - to improve consistency in implementation of the Working Scientifically aspect of the Science curriculum</p> <p>A1.9-History and Geography- to embed hands-on learning and engagement within the subjects.</p>
<p>1.2 Coherence of planning & sequencing</p>	<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>		<ul style="list-style-type: none"> • Curriculum plans are well structured and set out in a way that builds on prior learning of key concepts. These well considered plans for how subjects and pupils are taught, build on what pupils already know and can do. Key concepts are built upon sequentially. They ensure high expectations whilst supporting teacher workload. As a result, pupils achieve well. • Our long-term and medium-term curriculum planning is structured to ensure a progression of a broad range of knowledge and skills from Nursery to Year 6. Outcomes in all subjects demonstrate age appropriate opportunities to make links between prior and new learning and apply this in different contexts. • Where the teaching is strong, achievement across the wider curriculum demonstrates a high quality of provision and achievement across subjects with links made between different areas of learning, such as science and mathematics and topic areas such as the Vikings and the Anglo Saxons. Pupils take pride in their learning with a range of different well-presented outcomes that illustrate independent application of key skills. 	<p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.</p> <p>A1.2 Oracy developed across the subject areas - key vocab and strategies identified within subjects</p> <p>A1.3 Spelling - To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.</p> <p>A1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p> <p>A1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another</p> <p>A 1.6 Science - to improve consistency in implementation of the Working Scientifically aspect of the Science curriculum</p> <p>A1.9-History and Geography- to embed hands-on learning and engagement within the subjects.</p>
<p>1.3 Meeting the needs of SEND pupils</p>	<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they</p>		<ul style="list-style-type: none"> • Adaptive teaching ensures all SEND pupils have full access to the curriculum • SEND is well led and managed across the schools. SEND team includes an Assistant Headteacher, SENDCo and 2x SEND TAs. SEND children study the full curriculum. 	<p>A1.7 - To embed the Essential SENDCO toolkit into staff's language and evidenced in IEPS.</p> <p>A1.8 -To further embed the use of technology to assist with SEND.</p>

		<p>know and can do with increasing fluency and independence.</p>	<ul style="list-style-type: none"> • There are many examples of inclusive practice for SEND pupils in all year groups across the schools. Timetabling of interventions is carefully considered and reviewed regularly to ensure children are not missing the first quality teaching of whole units of work in foundation subjects. IEPs are working documents which are regularly reviewed and updated. • These are shared with parents throughout the year. Parents are kept up to date regarding support available via half termly newsletters and regular SEND cafes. 	
<p>1.4 Breadth of curriculum in KS2/KS3 & EBacc</p>		<p>Pupils study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary</p>	<ul style="list-style-type: none"> • Our Key Stage 2 curriculum coverage is determined through our CURRICULUM MODEL • We bear in mind the start points of KS3 and what we want the children to have experienced when leaving primary school by creating our enrichment road map. • Our subject leaders regularly review the content of the curriculum on a yearly basis listening to teacher survey outcomes and the monitoring cycle. 	<p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.</p> <p>A1.2 Oracy developed across the subject areas - key vocab and strategies identified within subjects</p> <p>A1.3 Spelling - To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.</p> <p>A1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p> <p>A1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another</p> <p>A1.6 Science - to improve consistency in implementation of the Working Scientifically aspect of the Science curriculum</p> <p>A1.9-History and Geography- to embed hands-on learning and engagement within the subjects.</p>

	1.5 Educational recovery / curriculum prioritisation		<ul style="list-style-type: none"> On return after COVID-19, writing was an area to work on - Rainbow Grammar has now been put in place in order to help sentence level work within Literacy lessons. Long Term Plans are set out for this as of September 2023. 	<p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.</p>
Implementation	2.1 Teachers' subject expertise	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	<ul style="list-style-type: none"> Where teaching is strong, in the majority of classes, teachers give feedback using specific targets, incisive questioning and high quality marking to provide good opportunities for pupils to make next step improvement. Pupils show an enthusiasm for learning and are able to articulate how teachers help them to improve. Pupils demonstrate application of learned key concepts in their responses. Where teaching is strong, in the majority of classes, formative assessments in reading, writing and mathematics as well as other curriculum subjects are used to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers demonstrate a high level of ambition for their pupils and the ongoing use of questioning, vocabulary building, and application are features of our agreed pedagogy. 	<ul style="list-style-type: none"> Ensure induction processes for new staff provide clear direction and understanding of the curriculum intent and implementation expectations. <p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.</p> <p>A1.2 Oracy developed across the subject areas - key vocab and strategies identified within subjects</p> <p>A1.3 Spelling - To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.</p> <p>A1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p> <p>A1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another</p> <p>A1.6 Science - to improve consistency in implementation of the Working Scientifically aspect of the Science curriculum</p> <p>A1.9-History and Geography- to embed hands-on learning and engagement within the subjects.</p>
	2.2 Adaptive teaching (checking for understanding)	Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding	<ul style="list-style-type: none"> Where teaching is strong, in the majority of classes, teachers give feedback using specific targets, incisive questioning and high quality marking to provide good opportunities for pupils to make next step improvement. Pupils show an enthusiasm for learning and are able to articulate 	<ul style="list-style-type: none"> Teaching and Learning Communities to continue through 2023-2024 <p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to</p>

	<p>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>how teachers help them to improve. Pupils demonstrate application of learned key concepts in their responses.</p> <ul style="list-style-type: none"> Where teaching is strong, in the majority of classes, formative assessments in reading, writing and mathematics as well as other curriculum subjects are used to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers demonstrate a high level of ambition for their pupils and the ongoing use of questioning, vocabulary building, and application are features of our agreed pedagogy. 	<p>support children achieving Great Depth Levels in Writing in all year groups.</p> <p>A1.2 Oracy developed across the subject areas - key vocab and strategies identified within subjects</p> <p>A1.3 Spelling - To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.</p> <p>A1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p> <p>A 1.6 Science - to improve consistency in implementation of the Working Scientifically aspect of the Science curriculum</p> <p>A1.9-History and Geography- to embed hands-on learning and engagement within the subjects.</p>
<p>2.3 Teaching to remember long term with fluency</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>		<ul style="list-style-type: none"> Where teaching is strong, in the majority of classes, formative assessments in reading, writing and mathematics as well as other curriculum subjects are used to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers demonstrate a high level of ambition for their pupils and the ongoing use of questioning, vocabulary building, and application are features of our agreed pedagogy. 	<ul style="list-style-type: none"> Teaching and Learning Communities to continue through 2023-2024 <p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.</p> <p>A1.2 Oracy developed across the subject areas - key vocab and strategies identified within subjects</p> <p>A1.3 Spelling - To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.</p> <p>A.1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p>

				<p>A1.6 Science - to improve consistency in implementation of the Working Scientifically aspect of the Science curriculum</p> <p>A1.9-History and Geography- to embed hands-on learning and engagement within the subjects.</p>
2.4 Teaching environment & resources	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 sufficient knowledge and skills for future learning and employment		<ul style="list-style-type: none"> Class working walls are fully embedded and used for key subjects. Hall progressional displays are updated to half-termly and show examples of work across the curriculum. Resources for Rainbow Grammar purchased and ready to roll out for September. Environment checklists are used by key stage leads in order to ensure learning environments are suited to the key stage. 	<ul style="list-style-type: none"> Ensure induction processes for new staff provide clear direction and understanding of the curriculum intent and implementation expectations. <p>A1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another</p>
2.5 Use of assessment, including response to any learning loss	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		<ul style="list-style-type: none"> Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils’ needs are quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils, particularly those with SEND and disadvantaged pupils. IEPs and the provision map are regularly reviewed and adjusted according to need. Key data points each year are used to inform supportive pupil progress meetings with teachers during which support for pupils who need to catch up or require additional support and resources are agreed. Each child is discussed, and each child’s next steps are planned for. Phase and School moderation (including with the sister school) takes place as well as moderation with other Trust schools 	<p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.</p> <p>A1.14 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p> <p>A1.17 - To embed the Essential SENDCO toolkit into staff’s language and evidenced in IEPs.</p> <p>A1.18 -To further embed the use of technology to assist with SEND.</p> <p>A1.9-History and Geography- to embed hands-on learning and engagement within the subjects.</p>

	<p>2.6 Work matches curriculum intent</p>	<p>The work given to pupils is demanding and matches the aims of the curriculum being coherently planned and sequences towards cumulatively sufficient knowledge</p>	<ul style="list-style-type: none"> Where subjects are strongest, subject leads monitor their curriculum including book looks, learning walks and pupil voice. Medium Term Plans are written by subject leaders and quality assured by Assistant Heads for curriculum. The monitoring cycle is regularly adhered to ensuring intent is matched across the subjects and key stages. 	<p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.</p> <p>A1.2 Oracy developed across the subject areas - key vocab and strategies identified within subjects</p> <p>A1.3 Spelling - To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.</p> <p>A1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p> <p>A 1.6 Science - to improve consistency in implementation of the Working Scientifically aspect of the Science curriculum</p> <p>A1.9-History and Geography- to embed hands-on learning and engagement within the subjects.</p>
	<p>2.7 Reading</p>	<p>The sharp focus on ensuring that younger children and those at early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate gives them the foundations for future learning</p>	<ul style="list-style-type: none"> Pupils make strong progress in reading and historically they consistently achieve in line and sometimes above national averages at the end of KS2 (81% KS2 2021, 75% KS1 2019). This is the result of an effective provision from Early Years onwards to the teaching of reading across the school. Years 3 to 6 focus on comprehension skills during the Reading lessons that take place each day. Pupils are able to articulate a good comprehension of the texts that they read. The lowest 20% of readers receive additional support including precision teaching, ELS interventions and daily 1:1 reading. Reading is high profile and books are celebrated through home reading, reading for pleasure and a systematic approach to diverse text exposure. Tracking systems ensure that children read regularly both at school and at home and 	<p>A.1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p> <p>A.1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another</p>

			<p>pupils who are falling behind have a comprehensive catch up programme.</p> <ul style="list-style-type: none"> • Synthetic phonics is taught systematically using Essential Letters and Sounds (ELS) and, since its introduction in 2021, pupils are now making even better progress. Pupils read books matched to their phonetic understanding thus ensuring rapid progress. The delayed phonics check from June 2021 was carried out in December 2021. By the end of Year 2, 76% of children had reached the expected standard in phonics. This was from a baseline in September 2021 of 60%. By the time pupils enter KS2, the significant majority can read fluently and decode unknown words using phonic cues. 	
2.8 Teachers' own speaking, listening & writing	Teachers ensure their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well		<ul style="list-style-type: none"> • Teachers at both schools are aware of the importance of effective communication with pupils. • Teachers have been involved in the ALT Oracy project. • All teachers and some TAs have attended Makaton training to become more communication friendly as a school. • Teachers model high standards of written language during lessons. 	<p>A1.2 Oracy developed across the subject areas - key vocab and strategies identified within subjects</p> <p>A1.3 Spelling - To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.</p>
2.9 Remote provision	Any remote education is well integrated within courses of study and is well designed to support the wider implementation of the school's curriculum		<ul style="list-style-type: none"> • Where children have had significant absences for medical concerns the schools have received AV1 robots to help integrate that child within school life and the social aspect of the school day . This has been successful for two of our students. 	<p>A1.7 - To embed the Essential SENDCO toolkit into staff's language and evidenced in IEPS.</p> <p>A1.8 -To further embed the use of technology to assist with SEND.</p>
2.10 Mathematics			<ul style="list-style-type: none"> • A mathematics curriculum has been implemented which builds on an emphasis on number and key knowledge in the earlier years, progressing to applied problem solving in a range of contexts as pupils develop knowledge. Pupils are challenged and achieve at a high standard. 	<ul style="list-style-type: none"> • Continue with Maths individual action plan.

Impact	<p>3.1 Impact on pupils' knowledge & skills</p>	<p>Pupils 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</p>	<ul style="list-style-type: none"> Phase leaders and the experienced subject leaders are knowledgeable of school standards and areas for development. Subject leaders/teams produce informed action plans that link with whole school aims and, where subject leadership is at its strongest, they are able to ensure that high quality teaching across the curriculum is sustained. Phase leaders and subject leaders undertake regular monitoring. 	<p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.</p> <p>A1.2 Oracy developed across the subject areas - key vocab and strategies identified within subjects</p> <p>A1.3 Spelling - To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.</p> <p>A1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p>
	<p>3.2 National tests & exams meet gov expectations*</p>	<p>Impact is reflected in results from national tests and examinations that meet government expectations.</p>	<ul style="list-style-type: none"> Outcomes at the end of each Key Stage demonstrate strong progress and achievement at the end of KS2 is consistently significantly above national averages. Here is a link to the performance data for Westwood Primary and Grove Primary https://www.westwoodprimary.org/performance-results/ and https://www.groveprimaryschool.org/performance-information-for-grove-primary-school/ 	<p>A1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another</p> <p>A1.6 Science - to improve consistency in implementation of the Working Scientifically aspect of the Science curriculum</p>
	<p>3.3 Quality of pupils' work</p>	<p>The work given to pupils over time and across the school, consistently matches the aims of the curriculum.</p> <p>Work across the curriculum is consistently of a high quality.</p>	<ul style="list-style-type: none"> Where teaching is strongest, non-negotiables in subjects are set out for children and staff to follow. High expectations are seen in the majority of classrooms and in these the outcomes for children are strong. Book looks show children take pride in their work across the curriculum areas. 	<p>A1.9-History and Geography- to embed hands-on learning and engagement within the subjects.</p>
	<p>3.4 Readiness for next stage</p>	<p>Pupils 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.</p>	<ul style="list-style-type: none"> Transition days are planned for and all children and those with any additional needs will have extra transitions which may take varying different forms depending on the need. Secondary school transition meetings are carried out alongside class teachers and SENCO. Children settle well from each key stage. Pupil progress meetings are carried out early on in the 	<p>A1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p> <p>A1.7 - To embed the Essential SENDCO toolkit into staff's language and evidenced in IEPS.</p>

		They read widely and often, with fluency and comprehension	<p>year to identify gaps or children who need more support.</p> <ul style="list-style-type: none"> • EYFS to KS1 - Children spend time establishing and embedding routines. Classroom provision develops throughout the Autumn term to assist with transition. • KS1 to LKS2 - Children are identified early on for Phonics interventions where necessary.. Times tables are practised and TTRS logins given to Year 2 children. • LKS2 to UKS2 - Children spend time working towards the times table check . Handwriting is a key focus to enable the children to make a strong start as they enter the next key stage. 	A.1.8 -To further embed the use of technology to assist with SEND.
3.5 Progress of disadvantaged pupils		Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.	<ul style="list-style-type: none"> • Disadvantaged pupils' progress and attainment in reading, writing, maths and GSP is in line with that of National at KS2 but is below that of National at KS1 and EYFS. • The percentage of most able disadvantaged pupils achieving a high standard in reading, writing & mathematics is below National. This is an area of focus in writing. • By the time the children reach KS2, the disadvantage gap is generally closing or is closed. • Here is a link to the performance data for Westwood Primary and Grove Primary https://www.westwoodprimary.org/performance-results/ and https://www.groveprimaryschool.org/performance-information-for-grove-primary-school/ 	<p>A1.1 Writing - to further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.</p> <p>A1.2 Oracy developed across the subject areas - key vocab and strategies identified within subjects</p> <p>A1.3 Spelling - To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.</p> <p>A.1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p> <p>A.1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another</p>

Behaviour & Attitudes	Overall 1234 +/- : 1	Last revision date:	Author:	
<p>Summary</p> <p>The main reasons for choosing this 1234 are.....</p> <p>(if + or -, explain why)</p>	<ul style="list-style-type: none"> • We judge this category as 'Outstanding. Pupils show a real love of learning and the large majority behave exceptionally well in and out of lessons. • The school is calm, harmonious and has been described as one big supportive family by our parents. • Nurture is the foundation block to all that we do. • Positive relationships between staff, families and pupils is clearly visible across the school at all levels. • The pupils are confident and well mannered. • Pupils feel school is a safe place. • Some children with additional SEMH or ASD needs are supported exceptionally; with time and space provided by trained staff members at times of dysregulation 			
<p>Even Better....</p> <p>To reach the next grade or to continue to be outstanding we need to:</p>	<p><u>A2.1</u> To further improve attendance at both schools ensuring the schools are above national averages for attendance and persistent absence</p> <p><u>A2.2-</u> To further reduce exclusion dn suspensions by implementing standard operating procedures for Suspensions and Permanent Exclusion across both schools</p>			
Strand	Key phrases from the Criteria	234	Strengths	Areas for Development
<p>4.1 Expectations for behaviour & conduct</p>	<p>The school has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct</p>		<ul style="list-style-type: none"> • Pupils show a real love of learning and the large majority behave exceptionally well in and out of lessons. • Some children with additional SEMH or ASD needs are supported exceptionally; with time and space provided by trained staff members at times of dysregulation • Behaviour and Attitudes form part of our Skills for Life Curriculum Pillar but also feature in our Personal Development Pillar. (Curriculum Map). 	<ul style="list-style-type: none"> • <u>A2.2-</u> To further reduce exclusion dn suspensions by implementing standard operating procedures for Suspensions and Permanent Exclusion across both schools

			<p>Pupil voice is high profile and children are actively involved in decisions regarding their school.</p> <ul style="list-style-type: none"> • Pupils are supportive of each other in lessons and the behaviour of all groups around the school is excellent. Pupils encourage others to conduct themselves with consideration. Part of our Skills for Life Pillar and Actives Programme includes the direct teaching of manners and polite conduct. Pupils have a good understanding of how to keep safe and they report that they feel safe in our school. • Incidents of disruptive behaviour are uncommon, and pupils typically report that if their learning is disrupted by others, it is quickly managed by skilled adults. Where pupils present particular needs, the school works with a range of external agencies to enable full access to the curriculum. 	
<p>4.2 Environment (incl dealing with bullying, discrimination and sexual abuse / harassment)</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>		<ul style="list-style-type: none"> • Incidents of bullying are rare and dealt with robustly by school staff at every level through the use of our Anti-Bullying and Positive Behaviour Policy. Children have a good understanding of what bullying is and how to deal with it. Older children are able to articulate the difference between an incident and bullying. Children at the school take care of each other. The anti-bullying message is high profile and anti-bullying strategies are developed through the use of assemblies, PSHE curriculum, and our No Outsiders ethos. • The teaching of the risks of cyber bullying and safety is revisited regularly through assembly themes, the ICT curriculum and PSHE curriculum to ensure that it is known and high profile. • There is a strong sense of citizenship and equity. Children are fully engaged with our ‘No Outsiders’ programme. An ethos which is promoted throughout everything we do from lessons, to assemblies, to informal and formal work with 	<ul style="list-style-type: none"> • Continue to embed our whole school ethos and No Outsiders programme. • Continue with PSHE action plan

			children.	
4.3 Improving beh & att of pupils with particular needs	There is demonstrable improvement in behaviour and attendance of pupils who have particular needs		<ul style="list-style-type: none"> Our Family Support Practitioner works with identified vulnerable groups and individuals alongside the school staff, the SEND Team, the CIC Team and external agencies including PRUs and the Virtual School to provide support for the most at risk pupils. The school works very effectively with outside agencies which offer additional support for the high number of pupils with need, and this, alongside the dedicated school staff, ensures a high quality of pastoral care. Termly reports demonstrate the positive impact of this provision on individual pupils. 	<p>A2.1 To further improve attendance at both schools ensuring the schools are above national averages for attendance and persistent absence</p> <p>A2.2- To further reduce exclusion dn suspensions by implementing standard operating procedures for Suspensions and Permanent Exclusion across both schools</p>
4.4 Pupils' attitudes to their education	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		<ul style="list-style-type: none"> Pupils work collaboratively and purposefully. The school actively promotes values of resilience and perseverance and children are able to articulate how this reflects on their learning. The #Actives programme is embedding within our school ethos. Children can articulate what it means to be an #ActiveLearner, #ActiveLeader and #ActiveCitizen in order to lead #Active Lifestyles within our community and the wider world. 	<ul style="list-style-type: none"> Continue to embed our Actives programme
4.5 Attendance & punctuality	Pupils have high attendance and are punctual. When this is not the case, the school takes appropriate action.		<ul style="list-style-type: none"> Because of a robust and comprehensive set of actions, pupil attendance is mostly in line with national averages. A handful of hard to reach, pupil premium families, account for our persistent absence percentage and can be persistently late. This is monitored carefully with measures in place to 	A2.1 To further improve attendance at both schools ensuring the schools are above national averages for attendance and persistent absence

			<p>support attendance in school.</p> <ul style="list-style-type: none"> • Mobility at Westwood is high and above national averages but the school is a school of choice in the local community. • The pastoral team has a robust induction system for pupils new to the school, which has resulted in the lowest possible impact on pupil outcomes. 	
4.6 Use of exclusions	Suspensions and Exclusions are used appropriately. The school reintegrated excluded pupils on their return and managed their behaviour effectively. Permanent exclusions are used appropriately and as a last resort		<ul style="list-style-type: none"> • There are highly effective systems for supporting pupils at risk of exclusion and close work with our SCC partners and other agencies is always maintained. • The rate of exclusion remains low at Grove and is mostly in line with National expectations in September • Our Family Support Advisors, SEND TAs and additional 1:1 trained TAs provide additional support through an inclusive practice approach. 	A2.2- To further reduce exclusion and suspensions by implementing standard operating procedures for Suspensions and Permanent Exclusion across both schools
4.7 Relationships among pupils and staff, incl. feeling safe both online and offline	Relationships among learners and staff reflect a positive and respectful culture		<ul style="list-style-type: none"> • Relationships between pupils are strong • Relationships between staff are strong and professional in nature • Relationships between pupils and staff are strong and children and staff enjoy each other's company. • Appropriate use of technology policies are in place and adhered to. • All staff are aware of Whistleblowing procedures 	<ul style="list-style-type: none"> • Continue with PSHE action plan

Personal Development	Overall 234 +/- 1	Last revision date: June 2023	Author: Lauraine Barnes

<p>Summary</p> <p>The main reasons for choosing this 1234 are.....</p> <p>(if + or -, explain why)</p>	<ul style="list-style-type: none"> ● Personal Development links directly to our Personal Development and Skills for Life Pillars of our Curriculum Map. ● Our Personal Development and Skills for Life Curriculum Pillars, ensure pupils are well prepared for life in modern Britain, understanding how to be responsible, active citizens that contribute positively to society. ● Assemblies focus on five themes; Religion and Worldviews, Positive Lifestyles, No Outsiders, Picture News (Current affairs) and Celebration (#Actives). These take place once a week with themes developing over the half term/term. ● Our Assembly offer is exceptionally strong and relates directly to our Curriculum Map and our School Ethos. ● Our Character Development programme focuses on developing the whole child and links directly to our Curriculum Map, Assembly offer, British Values, Enrichment Activities and Opportunities, 'No Outsiders', Leadership Opportunities Programme and #Actives programmes
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<p>Even Better....</p> <p>To reach the next grade or to continue to be outstanding we need to:</p>	<p>A4.1 -to create a plan to show how the different cultural and enrichment activities are delivered from EYFS to Year 6 and across subjects</p> <p>A4.2 - to embed pupil leadership across the curriculum and within the community</p>
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Strand	Key phrases from the Criteria	1234	Strengths	Areas for Development
5.1 Wider curriculum incl. SMSC	The curriculum extends beyond the academic, technical or vocational for pupils' broader development. The school's work to enhance SMSC and cultural development is of high quality.		<ul style="list-style-type: none"> ● Pupils enjoy a rich and varied curriculum including Spanish and Music lessons, Woodland Learning, Sewing clubs, Science clubs, Geography clubs, Coding clubs, Rock Choir, Music clubs, educational visits and visitors from/to theatres, authors, outdoor adventurous activities, museums, musical events as well as funded trips to Carlton Marshes, who work in partnership with the school. Enrichment and Curriculum Learning can be viewed by clicking the hyperlinks. ● Our music curriculum is a strength of the school, with visits from and to orchestras and musical performances as well as choirs, music tuition, music clubs, music therapy and whole class music lessons. In addition, our PE personal development programme is also strong with many extra- 	A4.1 -to create a plan to show how the different cultural and enrichment activities are delivered from EYFS to Year 6 and across subjects

[curricular](#) clubs and [opportunities to represent the school at sporting events](#).

- Pupils are encouraged to participate in a range of community events to develop their understanding of community cohesion and collaborative working. These include work with our Parish Council, our local Church, local supermarkets, the Suffolk Air Ambulance and many more.
- The curriculum is further enhanced by the careful selection of [Enrichment Activities and Opportunities](#).
- We offer a range of different enrichment activities and events in order to ensure we are equipping our children with the knowledge and cultural capital. In addition, enrichment activities and events are in place to further develop provision of spiritual, moral, social and cultural education as well as the promotion of [British Values](#) and the understanding of protected characteristics.
- [Woodland School](#) is one of our enrichment activities that children take part in throughout the school year. Woodland School is a child centred approach to outdoor learning using the woods at the bottom of our school field as a base. Lessons are linked to the Science curriculum and incorporate, where appropriate, any links to other subject disciplines. Lessons are also closely linked to PSHE where citizenship skills, manners, turn-taking, cooperation, etc. are also explored and developed.
- Provision for SMSC is excellent with pupils demonstrating a willingness to explore new ideas and experiences. Our curriculum design allows pupils to constantly share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a variety of ongoing activities including community leadership, debating clubs and a comprehensive PSHE curriculum. Creative holiday

			<p>homework projects and a creative approach to the delivery of the core curriculum ensures pupils benefit from a variety of opportunities to develop their own talents and interests.</p>	
<p>5.2 Character development</p>	<p>Thee curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence and aims to develop strength of character</p>		<ul style="list-style-type: none"> • Pupils have strength of voice through the various leadership opportunities including the Community Leaders (School Council). They have recorded a number of successful actions including, working with the local council to improve the safety of the road crossing outside the school, running a lunchtime club for pupils to access on-line learning at home, representing the school at a children’s mental health forum, championing eco-friendly living and undertaking successful school charity fundraisers. • Our Leadership Opportunities Programme is also part of our #ActiveLeaders programme, which is closely designed to model and develop children as young leaders. There are many opportunities for leadership such as Community Leaders, Play Leaders, Digital Leaders, Junior Road Safety Leaders, House Captains, Eco-Warriors, Mental Health Ambassadors and Music Ambassadors, etc. The children have to apply for these roles or produce a presentation for their class. This allows children to explore what it means to be an Active Leader. Pupils meet regularly and are beginning to engage in collaborative projects in the local community. Pupils have a range of opportunities to understand and celebrate key values, such as democracy and co-operation. • Our #Actives Programme develops children’s skills as Active Leaders, Active Learners and Active Citizens as well as promoting Active Lifestyles. These are reinforced throughout the school day in our daily conversations with pupils and are celebrated weekly in assembly. • Our Mental Health programme is designed by the children of ALT schools which supports a developed approach to healthy lifestyles. Themes 	<p>A4.2 - to embed pupil leadership access the curriculum and within the community</p>

			<p>including healthy eating, active lifestyles, physical and mental health are visited weekly during assemblies and also through PSHE lessons. Children are able to articulate what a balanced physical and mental life looks like and some of the actions they can take to ensure they have positive outcomes for themselves.</p>	
<p>5.3 Pastoral support</p>	<p>The school provides high quality pastoral support.</p>		<ul style="list-style-type: none"> • The school has an exceptionally strong Safeguarding Culture at the heart of everything we do. Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. There are regular external audits of our safeguarding and Health and Safety systems. Regular staff training supported by a half termly Safeguarding newsletter and a weekly Safeguarding briefing ensure staff have up to date safeguarding knowledge and a strong safeguarding ethos across the school. • The school goes above and beyond to support our most vulnerable students, including attending meetings with them, visiting the home, completing 	

			paperwork, providing access to IT and Internet services, collecting children from their homes, walking them home, and many, many more. All safer recruitment processes are always adhered to.	
5.4 Extra-curricular opportunities	The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.		<ul style="list-style-type: none"> Offering opportunities for children to identify and develop talents and interest is key to our curriculum offer. Engagement in the many extra-curricular activities is extremely high and reflective of the pupil voice in activities they enjoy and talents they wish to develop or explore. Clubs are responsive to the taught curriculum and often follow on from these starting points. For example, the Geography club was set up as a result of the interest in Geography from the LKS2 children. Clubs include sewing clubs, music clubs, sports clubs, computing clubs, construction clubs, photography clubs and many more. Pupil uptake of musical instrument tuition has increased over time and children have the opportunity to learn musical instruments as part of the curriculum. We also have music therapy sessions where children are identified and tracked. The take up of peripatetic lessons has shown improvement compared to the previous year with school analysis of take up demonstrating a broad range of pupils accessing them. 	A4.1 -to create a plan to show how the different cultural and enrichment activities are delivered from Eyfs to Year 6 and across subjects
5.5 Preparing pupils for life in modern Britain	The school prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values		<ul style="list-style-type: none"> The curriculum is further enhanced by the careful selection of Enrichment Activities and Opportunities. We offer a range of different enrichment activities and events in order to ensure we are equipping our children with the knowledge and cultural capital. In addition, enrichment activities and events are in place to further develop provision of spiritual, moral, social and cultural education as well as the promotion of 	A4.1 -to create a plan to show how the different cultural and enrichment activities are delivered from Eyfs to Year 6 and across subjects

			British Values and the understanding of protected characteristics.	
5.6 Equality of opportunity & diversity	<p>The school promotes equality of opportunity and diversity effectively</p> <p>Pupils engage with the views and beliefs and opinions that are different from their own in considered ways. They show respect for protected characteristics and no forms of discrimination are tolerated.</p>		<ul style="list-style-type: none"> Children show a high level of respect for cultures other than their own including families, democracy and world culture celebrations. Children are fully engaged with our 'No Outsiders' programme; an ethos which is promoted throughout everything we do. As a result of regular and visible celebrations of diversity through our No Outsiders and #Active Citizens Programme alongside a robustly implemented PSHE curriculum and the high profile of pupil voice, pupils are well prepared for life in modern Britain, understanding how to be responsible, active citizens that contribute positively to society. 	<p>A4.1 -to create a plan to show how the different cultural and enrichment activities are delivered from EYFS to Year 6 and across subjects</p> <p>A4.2 - to embed pupil leadership access the curriculum and within the community</p>
5.7 RSHE curriculum inc. recognising online risks	<p>Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age appropriate understanding of relationships</p>		<ul style="list-style-type: none"> Our revised PSHE curriculum takes account of statutory RSE and Health guidance as well as including themes relevant to our context such as celebrations of diversity, educating against the risks of gang and knife crime, county lines, peer on peer abuse and preparing for secondary school transition. We have a growing relationship with our PSCO community team. 	<ul style="list-style-type: none"> Continue to follow PSHE action plan
5.8 Developing responsible, respectful, active citizens	<p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.</p>		<ul style="list-style-type: none"> Children are well mannered, kind and courteous. They enjoy the company of adults at the school. The children are respectful of each other especially in relation to the No Outsiders agenda. There are several different programmes that address this area such as No Outsiders and our pupil leadership responsibilities (each of which complete a community focussed activity each half term) Our #Actives Programme develops children's skills as Active Leaders, Active Learners and Active 	<p>A4.1 -to create a plan to show how the different cultural and enrichment activities are delivered from EYFS to Year 6 and across subjects</p> <p>A4.2 - to embed pupil leadership access the curriculum and within the community</p>

			<p>Citizens as well as promoting Active Lifestyles. These are reinforced throughout the school day in our daily conversations with pupils and are celebrated weekly in assembly.</p>	
<p>5.9 Careers (including Gatsby benchmarks)</p>			<ul style="list-style-type: none"> • Subject leaders and key stage teams consider opportunities to promote career pathways when planning units of work, e.g. volcanologist visitor for LKS2 as part of Geography unit. 	<ul style="list-style-type: none"> • Plan out opportunities when curriculum planning.

Leadership & Management		Overall 234 +/-	Last revision date: June 2023	Author: Lauraine Barnes
<p>Summary</p> <p>The main reasons for choosing this 1234 are.....</p> <p>(if + or -, explain why)</p>	<ul style="list-style-type: none"> Leadership at every level across the schools is exceptional Senior Leaders are accurate and clear about the school's strengths and weaknesses and can articulate these well All staff can clearly articulate the school's areas for improvements and understand the steps that will be taken to address them. There is a clearly articulated school ethos and vision for the school understood and owned by all staff member, The curriculum ethos and intent is well thought out and clearly articulated by all staff. Children at the school do well from their starting points and enjoy coming to school Staff are in receipt of a robust CPD programme Well being and care for all within the school community is of the highest priority and staff report that they are happy in their work. Leadership strength includes comprehensive, relevant and reflective action planning systems at Trust level, school Governance, Senior leadership, Phase leadership and subject leadership. This ensures well informed strategies are put in place to sustain and develop school improvement, provision and outcomes for all pupils. Governance is at the heart of leadership. 			
<p>Even Betters....</p> <p>To reach the next grade or to continue to be outstanding we need to:</p>	<p>A3.1 - Subject Leaders to undertake regular data analyses to cross reference and improve standards for their subject area.</p> <p>A3.2 Whole school work scrutinies of standard in Foundation Subjects as well as core subjects looking at progress across the Phases from EYFS to UKS2</p>			
Strand	Key phrases from the Criteria	1234	Strengths	Areas for Development
6.1 Ambition of school vision	Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all.		<ul style="list-style-type: none"> Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all. This is realised through strong, shared values, policies and practice. 	

	This is realised through strong, shared values, policies and practice		<ul style="list-style-type: none"> ● Leaders model the importance of being reflective and open to learning through their own practice and their ongoing commitment to their own CPD. ● Leaders are relentless in their desire to provide opportunities for all pupils. ● Leaders have high expectations of all members of the school community. 	
6.2 Use of CPD to develop the 3 types of teacher knowledge	Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time		<ul style="list-style-type: none"> ● Staff share good practice and view teaching as a collective responsibility and they are actively engaged in their own development as well as the development of their colleagues, including students and trainees at all levels. ● A robust and responsive professional development plan is delivered in partnership with Grove/Westwood and Trust colleagues. ● All staff can engage with professional development from the use of National College resources to NPQs ● Systems to support teachers at all stages of their career include an ECT programme, NPQs, MAs, SSAT etc. ● In house professional development uses disaggregated professional development day time (a preferred delivery option from staff) to provide ongoing and regular staff development each week. This focuses on teaching and learning pedagogy and pedagogical science (Teaching and Learning Communities), the intent, implementation and impact of the curriculum and leadership development. This is evaluated through monitoring and observations of effectiveness, undertaken by a range of leaders. ● There has been a strong focus on the development of teachers as subject leaders over the past two years. Experienced senior leaders and middle leaders have provided support, 	<p>A3.1 - Subject Leaders to undertake regular data analyses to cross reference and improve standards for their subject area.</p> <p>A3.2 Whole school work scrutinies of standard in Foundation Subjects as well as core subjects looking at progress across the Phases from EYFS to UKS2</p>

			<p>guidance and mentoring in order to develop subject leads and support the development of the curriculum, subject domain specialists and the monitoring and evaluation process. Many of these staff members are highly skilled and this has been identified by the Trust. As a result of the work they have undertaken, they have been appointed as Associate Leaders who support subjects across the Trust.</p> <ul style="list-style-type: none"> • Each subject area has a senior leader support/Associate Leader, a named lead subject lead and a team of developing subject leaders. They work across the two partnership schools to develop strong teaching and learning within their subject domain. Some subject areas such as History, Geography, Literacy, Maths, Science, PSHE are further advanced than others. However, as this programme develops further, more subjects will join the list of strong subjects. For example, Art, DT and Computing are focus subjects at present. ECTs are included in this process. • Evidence from monitoring shows that this approach has not only upskilled teachers as leaders, but it has also focused all staff on improving teacher subject knowledge, domain specific subject experts, subject pedagogy and pedagogical content. As a result, evidence clearly shows that the curriculum offer is strong and growing in strength. 	
<p>6.3 Inclusivity (eg not gaming or off-rolling)</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</p>		<ul style="list-style-type: none"> • All learners across both schools engage fully in the programmes of study which are adapted, as required, to ensure each child is in receipt of their entitlement to high quality education. • For children who have medical needs that require absence from school The Alternative Tuition Service is used to ensure that their entitlement to education is received. 	

			<ul style="list-style-type: none"> • The Trust Exclusion and Suspension policy and government requirements are adhered to. There is a rigorous tracking and monitoring system. • Where part-time timetables are in place they are reviewed weekly. • Attendance is monitored and reported to Governors. 	
6.4 Engagement with pupils, parents & wider community	Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services		<ul style="list-style-type: none"> • Parents are very supportive of the school. In the last annual questionnaire, 100% of families feel teachers work hard and teach well and also parents are well informed about their child’s education. • We are part of the East Anglian Anti-Racism Group and are seeking accreditation for the Race Charter Mark. We are actively seeking to promote inclusion and diversity. Prejudice is not tolerated. A range of opportunities for pupils to share their opinions and have an active voice in the school have been established, resulting in excellent relationships between staff, pupils and parents and a highly positive school culture being developed. This is supported by the delivery of the No Outsiders Programme. 	
6.5 Managing staff workload	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 that they manage staff, including their workload		<ul style="list-style-type: none"> • Staff are consulted regularly over the impact of policies and their opinions sought. Decisions and direction about teaching and learning, curriculum policies and procedures including non-negotiables are always openly discussed with the whole team. For example, our approach to writing has been recently reviewed and input from the staff has been vital to ensuring impact for the children. • The Leadership Structure across the two schools, allows regular access to senior leaders who touch base with all staff on a daily/weekly basis. They provide professional and personal support and deeply care about those in their teams. They 	

			<p>support teacher workload and feedback on behalf of their team to Exec Head and Heads of School</p> <ul style="list-style-type: none"> • All staff have free access to a Well Being Service and this is advertised throughout the school and regularly referred to. Several staff have accessed this service and happily talk to their colleagues about the benefits of its use. • Our bi-annual staff surveys are used to continuously improve and develop our provision and result in changes to school procedures. For example, to ensure consistency in the delivery of curriculum, we have provided a full planning day for teaching teams each half term. We have also provided teachers with additional non-teaching time to deliver leadership roles. 	
6.6 Protecting staff from bullying & harassment	Leaders protect their staff from bullying and harassment		<ul style="list-style-type: none"> • There have been no staff complaints regarding bullying and harassment recorded. 	
6.7 Effectiveness of governors/trustees	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		<ul style="list-style-type: none"> • The governing body was reformed in September 2018 to oversee the two schools in the partnership and there is a highly constructive and ambitious dialogue between the school leadership at all levels with the governing body. Induction for new governors is robust including mentoring and a training programme provided by The Active learning Trust, The National College and Suffolk Schools Choice. Governors have undertaken regular skills audits and self-evaluations. Their combined experience reflects a diverse range of skills. Systems of Governance hold the school to account highly effectively and have sustained rapid school improvement and improving quality outcomes for pupils over the last few years. • Governors are well informed of the current school context and challenge robustly when needed. Governors are proactive in arranging visits to the school and there is a strong system for monitoring 	

			in place, informed by the school development plan and the SEF. They have high expectations for outcomes and provision for pupils.	
6.8 Meeting statutory duties (eg Prevent)	The school fulfils its statutory duties		<ul style="list-style-type: none"> • The school adheres to all statutory requirements. • The SCR is compliant with staff in receipt of training and completing checks as appropriate for their role • Information from the school required for statutory purposes is supplied to the relevant agencies within agreed and published timescales. 	
6.9 Safeguarding inc sexual harassment, online abuse and violence	The school 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 may be a risk to learners		<ul style="list-style-type: none"> • The school has an exceptionally strong Safeguarding Culture at the heart of everything we do. Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. There are regular external audits of our safeguarding and Health and Safety systems. Regular staff training supported by a half termly Safeguarding newsletter and a weekly Safeguarding briefing ensure staff have up to date safeguarding knowledge and a strong safeguarding ethos across the school. 	
6.10 Use of pupil premium and catch-up funding	Pupil Catch up Funding is used effectively		<ul style="list-style-type: none"> • Pupil Catch up funding has been used to fund additional teachers to deliver targeted intervention to pupils identified through pupil progress meetings in order to catch learners up. This has been effective with UKS2 children and these children have gone on to meet expected standards at the end of Year 6. 	

Early Years		Overall 234 +/- :	Last revision date: June 2023	Author: Luaraine Barnes
Summary				
<p>The main reasons for choosing this 1234 are.....</p> <p>(if + or -, explain why)</p>		<ul style="list-style-type: none"> Westwood Primary and Grove Primary are Ofsted graded Outstanding settings EYFS specialist teachers and support staff are employed to work in Nursery and Reception. These staff have received training or are qualified in Early Years and have a sound understanding of the EYFS Statutory Curriculum, and the documents Development Matters and Birth to Five. EYFS places at Grove and Westwood are generally oversubscribed. Children leave EYFS ready for their next stage in learning Children have opportunities to develop the Prime and Specific Areas of the EYFS curriculum utilising the indoor and outdoor provision as well as enhancements to the environments and enrichment activities. 		
Even Betters....				
<p>To reach the next grade or to continue to be outstanding we need to:</p>		<p>A 5.1 -Further develop a consistent approach to continuous provision (both indoors and outdoors) in all EYFS classrooms across the school which is high quality, fit for purpose, meets the needs of all children and that children use the provision appropriately with purpose. The provision (indoors and outdoors) must allow for the EYFS areas of learning to be fully embedded and children show consistently positive levels of well being and engagement in a purposeful environment.</p> <p>A 5.2 -- Further develop adult interactions support children’s learning and development</p> <p>A 5.3 - To Further develop the EYFS curriculum ensuring and embedding a coherently well sequenced intent and ensure it is consistently implemented across all EYFS classrooms.</p> <p>A 5.4 - To further strengthen communication and language across all areas of the EYFS curriculum, particularly for disadvantaged and vulnerable children and those children who on entry are lower than the baseline expectation starting points</p>		
Strand				
	Key phrases from the Criteria	1234	Strengths	Areas for Development
<p>I n t e n t</p>	<p>8.1 Curriculum ambition: knowledge, skills & cultural capital (particularly for disadvantaged)</p> <p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly</p>		<ul style="list-style-type: none"> All groups of learners demonstrate strong progress from starting points because of the high expectations of adults. Pupils currently at the school continue to make good or better progress. In 2022, 91% of children attained GLD. The percentage of pupils attaining a Good Level of Development has remained above national 	<p>A 5.1 -Further develop a consistent approach to continuous provision (both indoors and outdoors) in all EYFS classrooms across the school which is high quality, fit for purpose, meets the needs of all children and that children use the provision appropriately with purpose. The provision (indoors and outdoors) must allow for the EYFS areas of learning to be fully</p>

	disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.		<p>averages for over 5 years. Pupil Premium and SEND pupils attain less well and often do not meet GLD but their progress is strong, and their needs are well catered for at a personal level.</p> <ul style="list-style-type: none"> ● Accurate assessment informs both group and individual need using an online system which supports teachers to be efficient. An EYFS handbook clearly outlines expectations of planning, teaching and learning, pedagogical approach and assessment and has been produced in collaboration with staff. ● Moderation is robust and results in a high level of consistency of judgments. 	embedded and children show consistently positive levels of well being and engagement in a purposeful environment.
8.2 Coherence of planning & sequencing	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.		<ul style="list-style-type: none"> ● Teaching is highly effective, with specialist practitioners modelling new language and planning sequences of lessons that effectively build on and develop previously learned skills. 	A 5.1 -Further develop a consistent approach to continuous provision (both indoors and outdoors) in all EYFS classrooms across the school which is high quality, fit for purpose, meets the needs of all children and that children use the provision appropriately with purpose. The provision (indoors and outdoors) must allow for the EYFS areas of learning to be fully embedded and children show consistently positive levels of well being and engagement in a purposeful environment.
8.3 Vocabulary & communication (& phonics in reception)	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.		<ul style="list-style-type: none"> ● We pay particular attention to the development of language and oracy through a language rich provision and role-play activities due to the low starting points in this area for many of our pupils. ● The EYFS Lead has identified the need for additional support for vocabulary and communication. TThis has included the use of a Speech and Language THerapist and the WELLCOM programme. ● All Planning documentation refer directly to the development of Communication and language as a Prime Area 	A5.4 - To further strengthen communication and language across all areas of the EYFS curriculum, particularly for disadvantaged and vulnerable children and those children who on entry are lower than the baseline expectation starting points

	8.4 Early reading & synthetic phonics	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.		<ul style="list-style-type: none"> ● Systematic teaching of phonics, in line with the ELS whole school approach, is delivered well. This, alongside a well-managed in school and home reading programme ensures that children typically write and read well. ● Reading books are celebrated across the setting and children benefit from both independent, group and whole class reading activities. ● Our parents, who share their enjoyment of books with children, regularly attend to read stories to the children as volunteers or as part of our Mystery Reader initiative. 	<p>A.1.4 Phonics -To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards</p> <p>A.1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another</p>
	8.5 Academic ambition for almost all children	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.		<ul style="list-style-type: none"> ● Children with particular needs are catered for well and in partnership with their parents. ● SEND is well led and well managed. ● Children with additional needs are identified quickly and measures put in place to support them and their families. 	<p>A.1.7 - To embed the Essential SENDCO toolkit into staff's language and evidenced in IEPs.</p> <p>A.1.8 -To further embed the use of technology to assist with SEND.</p>
I m p l e m e n t a t i o n	8.6 Meaningful learning	Children benefit from meaningful learning across the curriculum.		<ul style="list-style-type: none"> ● The use of innovative and creative approaches to themed learning, as well as static opportunities to read, write and count both indoors and outside results in a highly purposeful environment. ● Children are in receipt of adult led and child initiated learning experiences which are identified through the use of observations and assessments ● Practitioners use Birth to Five to ensure the next step planning matches individual next steps in learning ● Adult Led sessions are stronger and the quality of delivery is better than the continuous provision 	<p>A 5.1 -Further develop a consistent approach to continuous provision (both indoors and outdoors) in all EYFS classrooms across the school which is high quality, fit for purpose, meets the needs of all children and that children use the provision appropriately with purpose. The provision (indoors and outdoors) must allow for the EYFS areas of learning to be fully embedded and children show consistently positive levels of well being and engagement in a purposeful environment.</p> <p>A 5.2 -- Further develop adult interactions support children's learning and development</p> <p>A 5.3 - To_Further develop the EYFS curriculum ensuring and embedding a coherently well sequenced</p>

			<ul style="list-style-type: none"> The continuous provision has been planned carefully but the environments are in urgent need of review and reflection to ensure that continuous provision meets the needs of all learners and it is of the utmost highest quality. There are some skilled practitioners working in the EYFS settings across the schools which support high quality interactions with the children but this is not consistent. 	<p>intent ad ensure it is consistently implemented across all EYFS classrooms.</p> <p>A5.4 - To further strengthen communication and language across all areas of the EYFS curriculum, particularly for disadvantaged and vulnerable children and those children who on entry are lower that the baseline expectation starting points</p>
8.7 Staff knowledge of their areas	Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.		<ul style="list-style-type: none"> The quality of teaching from teachers and support staff is consistently good, with the majority of practice being outstanding and, as a result, all groups of children make rapid progress. Teachers are EYFS specialists and have a strong understanding of the EYFS curriculum and how it is best delivered. Teachers have been in receipt of training from high quality providers such as Early Excellence 	<p>A 5.1 -Further develop a consistent approach to continuous provision (both indoors and outdoors) in all EYFS classrooms across the school which is high quality, fit for purpose, meets the needs of all children and that children use the provision appropriately with purpose. The provision (indoors and outdoors) must allow for the EYFS areas of learning to be fully embedded and children show consistently positive levels of well being and engagement in a purposeful environment.</p>
8.8 Adaptive teaching (checking for understanding)	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 doing so, they respond and adapt their teaching as necessary.		<ul style="list-style-type: none"> Where teaching is strong, teachers give feedback using specific targets, incisive questioning and high quality marking to provide good opportunities for pupils to make next step improvement. Pupils show an enthusiasm for learning and are able to articulate how teachers help them to improve. Pupils demonstrate application of learned key concepts in their responses. Teachers demonstrate a high level of ambition for their pupils and the ongoing use of questioning, vocabulary building, and application are features of our agreed pedagogy. Where teaching is strong, Teachers use a growing range of retrieval practice and other teacher pedagogy effectively to help pupils remember long term the content they are taught. They regularly review and retrieve learning from the 	<p>A 5.2 -- Further develop adult interactions support children's learning and development</p> <p>A5.4 - To further strengthen communication and language across all areas of the EYFS curriculum, particularly for disadvantaged and vulnerable children and those children who on entry are lower that the baseline expectation starting points</p>

			<p>last lesson, the previous day, week, month, half term, year etc</p> <ul style="list-style-type: none"> Some adults are more skilled at providing strong adult interactions which directly impact understanding and misconceptions. These adults are more confident in using observations and assessments in order to target children's developmental next steps.. 	
8.9 Reading to children	Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary		<ul style="list-style-type: none"> Reading is of high priority. There are book areas in all EYFS settings both indoors and outdoors which promote a love of reading Children are in receipt of story time at least once a day and generally more. The texts are of high quality and form part of the core literacy spine used across the Federation. The children have access to borrow books from the Library to share with their parents at home Children choose between two texts at each story time by voting for their preferred story. 	A.1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another
8.10 Staff knowledge of mathematics	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.		<ul style="list-style-type: none"> The school is part of the Early Years Maths Angles Hub. This has provided high quality CPD for EYFS staff and helped to develop and sequence the EYFS Maths curriculum The whole school Maths curriculum and the Calculation Policy is now reflective of EYFS The EYFS Lead and the Maths lead work together to ensure the Maths curriculum is strong in EYFS settings. Number is taught systematically and results in children applying these skills in workbooks and in oral activities. Independent number and mathematics activities are carefully planned to inspire and engage pupils. 	<ul style="list-style-type: none"> Part of continuing Maths Action Plan

<p>8.11 Environment</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>		<ul style="list-style-type: none"> • Our EYFS curriculum is highly responsive to pupil need and results in a wide variety of activities that stimulate interest. It is a well-resourced and highly stimulating environment which supports curiosity in all areas of learning. This has resulted in pupils who quickly develop learning approaches that are collaborative and sustain high levels of concentration and engagement. • Class and outdoor environments at Westwood need to be further developed • There is a need to update some of the resources and check that they correctly meet the intended curriculum • The current outdoor environment at Westwood does not currently cater for all areas of the EYFS curriculum. 	<ul style="list-style-type: none"> • A 5.1 -Further develop a consistent approach to continuous provision (both indoors and outdoors) in all EYFS classrooms across the school which is high quality, fit for purpose, meets the needs of all children and that children use the provision appropriately with purpose. The provision (indoors and outdoors) must allow for the EYFS areas of learning to be fully embedded and children show consistently positive levels of well being and engagement in a purposeful environment.
<p>8.12 Emotional security & character development</p>	<p>The curriculum and care practices promote and support children’s emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy</p>		<ul style="list-style-type: none"> • Children demonstrate independent and safe learning behaviours and are keen to take part because of the clear structures and adult guidance embedded in daily practice. • The Prime Areas are the focus of curriculum intent. 	<ul style="list-style-type: none"> •
<p>8.13 Development of physical and mental health</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>		<ul style="list-style-type: none"> • Children are confident to take risks and enthusiastically use our large play apparatus to explore and develop physically. Alongside our healthy living week, children have access to fruit and milk throughout the day and activities are planned throughout the year exploring the importance of healthy living. • The Prime Areas are the focus of curriculum intent. 	<ul style="list-style-type: none"> •

	<p>8.14 Information for parents</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 details about the school’s method of teaching reading and how to help their children learn to read.</p>		<ul style="list-style-type: none"> • Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well-attended visits, activities and workshops and through the use of Tapestry. • The School uses Tapestry which provides parents with daily ongoing up to date information about their child’s next steps in learning. • The school website provides information about the routines and curriculum for EYFS classes at both schools. • Evaluations of past visits demonstrate that parents value these opportunities and are keen to be involved. • Harder to reach parents are targeted by staff to support their engagement, e.g. through models of home reading diary completion and support for phonics. 	<p>A 5.3 - To_Further develop the EYFS curriculum ensuring and embedding a coherently well sequenced intent ad ensure it is consistently implemented across all EYFS classrooms.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">I m p a c t</p>	<p>8.15 Children develop detailed knowledge & skills</p>	<p>Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.</p>		<ul style="list-style-type: none"> • Adults provide children with plenty of opportunities to write and expose them to a wide range of writing types. As a result, the majority of pupils learn to write well. 	<p>A 5.3 - To_Further develop the EYFS curriculum ensuring and embedding a coherently well sequenced intent ad ensure it is consistently implemented across all EYFS classrooms.</p>
	<p>8.16 Readiness for next stage</p>	<p>Children are ready for the next stage of education, especially for Year 1 in school, if applicable. They have the knowledge and skills they</p>		<ul style="list-style-type: none"> • Pupils move from EYFS to Year 1 seamlessly because of transition systems in place, such as an EYFS approach in the early weeks of Year 1 and opportunities in the summer term to have playtime with the rest of the school and regular visits to the classrooms and KS1 areas, etc. 	<ul style="list-style-type: none"> •

	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.		<ul style="list-style-type: none"> Children, particularly those from disadvantaged backgrounds, achieve in line or above national average for Good Levels of Development (GLD) 	
8.17 Personal, physical & social skills for next stage (by the end of Reception)	By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education.		<ul style="list-style-type: none"> By the end of Reception, children demonstrate high levels of wellbeing & engagement on the Leuven scales. Children, particularly those from disadvantaged backgrounds, achieve in line or above national average for Good Levels of Development (GLD) 	<ul style="list-style-type: none">
8.18 Listening to & responding to stories	Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.		<ul style="list-style-type: none"> Reading is of high priority. There are book areas in all EYFS settings both indoors and outdoors which promote a love of reading Children are in receipt of story time at least once a day and generally more. The texts are of high quality and form part of the core literacy spine used across the Federation. The children have access to borrow books from the Library to share with their parents at home Children choose between two texts at each story time by voting for their preferred story. 	A.1.5 Reading for pleasure - To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another
8.19 Positive attitudes	Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and		<ul style="list-style-type: none"> Children in EYFS participate in our #Actives programme which develops them as Active Learners, Active Leaders, Active Citizens and promotes an Active Lifestyle. Children take pride in their achievements and share these with their peers who, in turn, celebrate the success of others 	<ul style="list-style-type: none">

		each other. Children are developing their resilience to setbacks and take pride in their achievements.		<ul style="list-style-type: none"> • Staff encourage and model conversations at snack time which promotes listening and responding skills. 	
	8.20 Pupils manage their own feelings & behaviour	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.		<ul style="list-style-type: none"> • Children are able to demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour because of the skilled intervention of adults. 	<ul style="list-style-type: none"> •