



St John the Baptist RC Primary School

Laudato Si'

What is Laudato Si' and what does it say?

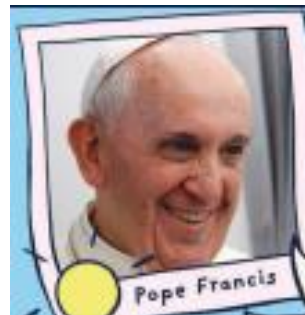
Laudato Si' is an encyclical written by Pope Francis, it was published on the 18 June 2015. Encyclicals are open letters written by the pope.

Laudato Si' discusses the damage being inflicted on the Earth by humans and calls on 'every person living on this planet' to make urgent changes to our lifestyles and how we consume energy in order to protect the planet.

It deals with many environmental issues including:

- pollution
- climate change
- water
- loss of biodiversity
- decline in the quality of human life.

In his letter Pope Francis implores us to work together to create a better world for future generations and asks us to make the necessary changes in our lives in order to take care of, respect and value our 'common home'.



Climate change affects
Us all, but it is the poorest
communities who will suffer the most

One Family in Christ



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	
<u>British Value</u>	Rule of Law	Mutual Respect	Tolerance	Tolerance	Democracy	Individual Liberty	
<u>Catholic Social Teaching</u>	Rights and responsibilities	Solidarity and the common good	Family and Community	Dignity of the Human Person	Option for the poor Stewardship	Dignity of workers	
<u>Gospel Values</u>	Justice Truth	Peace Mercy	Love Tolerance	Compassion	Honesty Tolerance	Purity Honesty	

One Family in Christ



	Peace Forgiveness	Compassion			Service Compassion	Self-control	
<u>Beatitudes</u>	Blessed are the peacemakers Blessed are the persecuted	Blessed are the merciful	Blessed are the meek	Blessed are those who mourn Blessed are the poor in spirit	Hunger and thirst for right	Blessed are the pure of heart	
<u>Pupil Leadership</u>	I leaders	Play leaders		Worship team	School council (Team for the Common Good)		
<u>Enrichment</u>	Class rules	Mission statement Harvest/soup kitchen World day of the poor		Easter: Station of the Cross	World Refugee Day Earth Day World Environment Day	Vocations/Talents	
<u>Curriculum links</u>							
<u>Sustainability</u>							



School Context

- Our school is a one-form entry primary school judged as 'Good' (Ofsted Section 48 November 2021) It is a popular school and has a good local reputation, with 100% parents recommending us to others (Spring 2024).
 - St John the Baptist RC is an inclusive Catholic Voluntary Aided Primary School that welcomes non-Catholic pupils (17% Catholic) and sees itself as a leading light in inclusive faith practice.
 - The school has good links with St John the Baptist RC Church, situated adjacent to the school and pupils are included in celebrations and events.
 - Children enter the school from a wide range of settings when they start in Reception.
 - Currently, there are 220 pupils on roll, including Nursery, which has recently become full time to offer more options for working parents.
 - Classes are full and some are oversubscribed, with a waiting list of children keen to be admitted to St John the Baptist; however, many of our new arrivals and in-year transfers are refugees, asylum seekers, traveller children or children who are deemed 'hard-to-place'; many are EAL children, and a number have missed at least some part of their education prior to joining us. In 2022/23, a significant number of pupils joined the school in Y6 with no English.
 - Children's starting points on entry to the school are lower than those found typically for four-year-olds and there is a significantly rising number of children requiring social and emotional support and also support in their communication and language.
 - The socio-economic background of the catchment is classed as very disadvantaged (deprivation indicator 0.34 – top quintile for disadvantage); FSM 41%
 - The vast majority of pupils (91.2%) live in the 'Top 30% Most Deprived IDACI Areas, with a significant proportion from areas in the 10% most deprived IDACI areas. Additionally, a significant number of our pupils are living within the official definition of poverty; we have working families who are currently not eligible for the Pupil Premium, yet are still facing the same challenges of deprivation and poverty.
 - Pupils come from a richly diverse range of ethnic backgrounds with almost four times the national average number of pupils whose first language is not English (86%). The number of pupils from minority ethnic groups is much larger than the national average (86.3%). The school also includes a small number of Traveller children who live at an established Traveller site close to school. We welcome and support a number of children from asylum seeking
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families and refugees.

- There are currently 29 different languages spoken.
- The number of pupils identified as having SEND is below the national figure 13.4%; this is as a result of (i) regular monitoring by the leadership team, ensuring there is no over identification of SEN, and (ii) the rigorous approach to the improvement of teaching and learning, particularly in regard to differentiation to ensure that the needs of all pupils are met irrespective of their level of ability. Additionally, highly focused Class Action Plans help to ensure the early identification of additional needs alongside the implementation of interventions to address these needs.
- As of September 2024 there is one CLA in school. We have several families with informal kinship arrangements. Much valuable work is done by the Pastoral Manager to support pupils facing difficulties. Our links with families are further enhanced through our provision of Family Learning activities and Adult Education courses.
- We provide a wide range of exciting opportunities to enhance the curriculum for all pupils, including sustainability enrichment, creative art sessions, music tuition, fitness opportunities and participation in a wide range of sporting activities.
- attendance

Progress since previous inspection	Current Ofsted Judgement: Good
Key Issues (February 2020)	
Key Issues/Area for improvement	Actions to address the area for improvement and impact
In a small number of subjects, leaders have not organised the curriculum sufficiently well so that pupils can build on earlier learning. This hinders pupils from making connections and deepening their knowledge of these subjects over time. Leaders should ensure that, in these subjects, learning is sequenced carefully so that pupils can make links with prior learning and build on what they know already.	<ul style="list-style-type: none"> • Actions to address the area for improvement were noted in the SDP. • Long-term curriculum planning has been completely re-written and the units of work for each subject and year group are being enhanced with a crystal-clear sequence of learning. • Good quality CPD for staff has linked to curriculum development and strong classroom practice, including the use of assessment. • Senior and subject leaders have frequently checked the quality of curriculum provision through a good range of monitoring. Termly assessments in foundation subjects and science indicate achievement is good • The impact of the curriculum development work is positive. Attainment is securely rising and progress figures indicate achievement is good after the pandemic.



	OUTSTANDING	GOOD	RI	INADEQUATE
Leaders' evaluation of overall effectiveness		✓		
<ul style="list-style-type: none">• Our Catholic ethos permeates all we do here, with an embedded set of core values underpinning our day to day work and play.• All key judgements are good, and the school's capacity for sustained improvment is good.• Safeguarding is effective – high priority is given to staff training, in order to support them to identify safeguarding issues.• School has a robust recruitment proceedure and all checks are carried out to ensure staff employed are suitable.				
<p>Robust and rigorous monitoring, along with effective school improvement action planning has raised expectations, ensured consistency and maintained pace across school since the last inspection (see Leadership and Management section):</p> <ul style="list-style-type: none">• A rigorous system of monitoring in each half-term ensures accurate levelling based upon clear and ongoing assessments, and excellent provision for all groups of pupils through high-quality planning, marking and feedback• Lesson observations each half term provide clear evidence of the impact of improvement actions and an ongoing consistency in the quality of teaching and learning• Monitoring of weekly planning allows senior leaders to ensure pace is maintained and ambition to drive up standards is embedded across school• Improvements to the learning environment are monitored, with feedback given to staff in a timely and developmental manner• High-quality opportunities for CPD have been provided through our work with the Emmaus Group, our local Catholic school improvement federation, and are informed by the priorities for improvement identified in the SDP• Innovative and effective in-house CPD provision has been planned and delivered, utilising the strengths of staff members identified as lead practitioners• Opportunities for staff to lead at all levels secures outstanding succession planning, safeguarding future excellent provision across the school• Regular scrutiny of work provides clear evidence for senior leaders that expectations are suitably high; senior leaders moderate work to ensure assessments are accurate. Pupils engage positively with their learning and are encouraged to be independent in their work. Each pupil knows what they must do to improve their work further.• Regular internal moderation involving all teachers has secured a shared understanding of assessment and has given scope for ongoing professional dialogue through which good practice is shared				



- Termly visits by an independent Quality Assurance Professional provides external validation of school's judgement. The QAP also conducts an annual Teaching and Learning review, focusing on the school improvement priorities, and provides a written report identifying good practice and next steps. This is shared with governors to ensure they have independent verification of the quality of the school's provision
- Governors are ambitious for the continuing improvement of the school, and hold senior leaders to account for improvements in provision for all pupils. Link governors undertake termly visits to monitor progress in key areas. Governors have restructured their termly meetings to ensure the appropriate challenge they offer to the school is minuted effectively.
- Teaching across the school is now much more consistent; no lesson is less than good, and an increasing number demonstrate outstanding teaching and learning. The needs of pupils and groups of pupils, including those with SEND, are assessed and catered for through the monitoring process. Through robust monitoring arrangements, accurate assessments and challenging targets that take account of their starting points and prior attainment, the school ensures that pupils are well prepared for the next steps in their education. Classroom staff work closely to moderate assessments and communicate effectively with regard to pupil attainment.
- The growth in faith life and the SMSC development of pupils is outstanding (Section 48 report, May 2018). The RE leader has had swift and effective impact on the development of prayer life in the school and on the effectiveness of assessments in RE. Pupils' behaviour in class, around school and towards others supports and strengthens the school ethos (see Behaviour and Safety section). Parental involvement is actively sought and encouraged to develop and enhance a strong learning community.

	OUTSTANDING	GOOD	RI	INADEQUATE
Leadership and management		✓		



The new Headteacher and two assistant headteachers were appointed in January 2024 following a well-planned succession planning timetable. The head, two assistant headteachers and other senior leaders gather comprehensive information about all aspects of school performance through a rigorous and consistent monitoring system to ensure that improvement actions are making a positive difference to outcomes for pupils.

The head and AHTs have coached and mentored staff across the school and utilised high quality support from external providers to build the capacity of the leadership team, and to secure good distributed leadership across the school by:

- ensuring a culture of high expectations for pupils, teachers, the leadership team and the wider staff
- ensuring a culture of accountability at all levels
- bringing rigour to the monitoring of the work of the school, ensuring that the outcomes of assessment activities, lesson observations, work scrutiny and pupil progress meetings have a direct influence on priorities for school improvement
- reviewing the line management structure and outlining clear responsibilities for senior leaders, middle leaders and classroom staff
- providing a clear and comprehensive data report for governors, allowing them to discharge their responsibilities in holding school leaders to account
- coaching and mentoring senior leaders and middle leaders, and providing opportunities for these people to coach and mentor other staff
- working closely with the school business manager to manage the budget and provide high-quality learning resources which offer value for money and help to raise attainment
- installing the school business manager as a member of the SMT, to ensure that all school improvement priorities are reflected in the school budget plan
- working closely with local authority officers and the diocese to quality assure school improvement
- working with an accredited Independent Quality Assurance consultant to evaluate the effectiveness of provision and enhance the quality of on-going improvement priority planning
- writing a school development plan to address the major improvement priorities as identified in the Ofsted report and subsequent quality assurance reviews, sharing the plan with staff and governors, and securing accountability at all levels

Following a review of governance and a programme of training and recruitment, the governing body has been strengthened and they are much clearer on how to challenge and support school leadership – they are able to ask challenging questions about the outcomes of school improvement actions and hold the school leadership to account. The governing body have a detailed picture of the school and the achievements of the pupils. They have a firm handle upon the strategic development of the school, and undertake their roles and responsibilities with confidence.

Leaders set high expectations for staff and pupils. There is a rigorous half-termly monitoring programme, including work scrutiny, planning scrutiny, lesson observations and pupil progress meetings. Individuals and groups of pupils not making rapid progress are quickly identified and Class Action Plans are drawn up to remedy this. Where a teacher is found to be underperforming, robust measures are adopted to ensure weaknesses are addressed rapidly; programmes of support are put in place and monitored to ensure impact. In some cases, teachers have been unable to meet expectations and have left the school. In this way,



school leaders have secured high-quality teaching and learning across the school.

The marking and developmental feedback policy is fully embedded across the school and is instrumental in ensuring good progress for all pupils. The triangulation of the outcomes of the monitoring programme with detailed pupil tracking and link governor reports ensures that self-evaluation is rigorous, any areas for development are swiftly highlighted, and the impact of teaching over time can be accurately assessed. Annual Teaching and Learning reviews, conducted with the support of an independent Quality Assurance professional, support the professional development of classroom staff; the school's work as part of a local federation of Catholic primary schools provides opportunities for teachers and teaching assistants to participate in professional conversations and share good practice. In partnership with a local Teaching School, the Headteacher has provided school-to-school support as SLE.

The School Development Plan establishes a clear focus upon the main improvement priorities for the school; the SDP identifies the school's current position, the success criteria to be achieved and milestones/evaluative questions to help monitor progress towards these successes. The SDP is shared with staff, governors and the Quality Assurance professional. The school has robust procedures for holding itself to account: termly visits by the Quality Assurance professional maintain a focus upon school improvement; cross-federation sharing of good practice and moderation days ensure we have an accurate view of pupil achievement; and link governors visit school to discuss their area of responsibility and report back to the governing board.

The quality of leadership has been strengthened through a clear focus upon coaching and mentoring for distributed leadership. Subject leaders, particularly in the core areas, are highly effective in securing improvements in the quality of provision. School leaders have initiated a curriculum review process to secure a curriculum that is broad, balanced and draws upon our pupils' interests whilst widening their experiences. Initially this review process was driven by headteacher; more recently, a Curriculum Leader has continued the revision of the curriculum. This Curriculum Leader is extremely ambitious in her pursuit of excellent provision and is ably assisted by the Literacy leader.

Leaders ensure there are regular opportunities for staff development (both for teachers and TAs), including work scrutiny and moderation. TAs have been coached in how to provide clear and accurate feedback to teachers. This has secured accurate and consistent assessments across the school, and has identified and developed the role that all classroom staff have in the assessment for learning cycle that supports pupil development. Key members of staff have been encouraged and supported to undertake high-quality development opportunities: the Head and SENDCo have completed the Diocesan Leadership Programme; middle leaders have completed the Diocesan Middle Leader Programme; the Head works with a local Teaching School as SLE, providing school-to-school support. The Head is undertaking the NPQH and AHTs are completing the NPQSL. Senior leaders have clearly identified roles and responsibilities, and a distributive leadership model has been established across school, drawing on the strengths of all members of staff to ensure the highest-quality provision for all pupils. Governors hold leaders at all levels to account for pupil achievement and the quality of teaching and learning.

Wellbeing is central to policy, procedure and decisions made in school. WE believe in well being and not well'doing', ensuring day to day wellbeing is the focus and not one off gesures. Staff surveys show that this is having an impact o.....

Through the work of our Pastoral Manager and Family Worker, we actively seek opportunities to work with hard to reach parents, working closely with social care



and other agencies to provide early intervention and offer advice to parents and teachers. School has close links with medical professionals, social care and the local Children's centres, and is part of the LA Inclusion Cluster. The school has good arrangements for safeguarding all pupils.

Priority:

Developing the skills and knowledge of subject leaders in school.

Next steps:

Supporting subject leaders and some new to role through CPD and guidance.

Reviewing and enhancing medium-term curriculum planning documentation.

	OUTSTANDING	GOOD	RI	INADEQUATE
Quality of education – Teaching, Learning & Assessment		✓		



INTENT

- The school has devised a good quality broad and balanced curriculum. As a result, pupils achieve well.
- The school's curriculum is coherently planned and sequenced by staff to create learning challenges to support pupil understanding and development of skills; a few subject curriculum plans are being further enhanced this year as part of a rolling programme of improvement (science, PE, Geography, RE and DT).
- As a result of the pandemic and school closures, the school leaders modified the curriculum for each year group in reading, writing and mathematics. The modified curriculum in foundation subjects and science was carefully mapped out, ensuring basic skills were revisited and targeted by the end of each key stage.
- In all subjects the sequencing and progression of key knowledge is clear and secures pupils' good achievement. Some medium-term plans are being enhanced this term and next to secure excellent sequencing. Subjects are taught discretely to secure progression and continuity between year groups and different key stages. Meaningful links are made between subjects to secure pupils' long-term memory of key ideas/concepts. **Have a few examples to cite here.**

IMPLEMENTATION

- Almost all teachers have good knowledge of the subjects they teach and are supported through good CPD to improve their subject knowledge. A couple of inexperienced teachers are supported by leaders to improve their classroom practice.
- In almost all classes, teaching is clearly presented, ideas are modelled well, promote appropriate discussion about the subject matter being taught in Kagan Structures and talk partners. Teachers question pupils well. Teachers check pupils' understanding systematically using 'cold calling', identify misconceptions and provide clear, direct feedback in lessons and in their marking. Teachers respond and adapt their teaching based on assessment information to help accelerate progress for all pupils and especially 'focus' pupils from their starting points. A couple of teachers, new to school are being supported to become good teachers.
- Staff expectations and delivery in mathematics are strong. Priority has been given to our work using White Rose mathematics and the CPA approach. The school is excited to be part of the Maths Hub developing a Mastery in Number approach. CPD in mathematics supports teachers and TAs in delivering a well sequenced curriculum.
- The school's writing curriculum is based on good quality texts to support well pupils' compositions in a range of genres. A clear outline of writing skills has been agreed to support teachers and to secure good progression. Edit and improve work is in-built to ensure pupils develop stamina and accuracy in their written pieces over a unit of work – pupils respond well to feedback. Teachers model writing approaches clearly and this helps the vast majority of pupils to improve their written work. Leaders have identified from their careful monitoring the need to increase the proportion of pupils reaching greater depth in writing and developing better *independence to review/edit/improve their own work* rather than responding directly to teacher feedback.
- Teacher expectations for reading and phonics are high. A consistent approach to reading selection, guided reading and phonics was in place through Letters and Sounds (now through Little Wandle) and the school's agreed approach. A good quality reading spine is in place to support a love of reading. Regular good quality CPD supports staff with reading delivery. Robust systems ensure children identified as making slower progress are targeted through 1:1 reading and teacher/TA support/catch-up support **(Reading Ninjas and BRP)**

IMPACT

- High quality CPD has a positive impact on the quality of teacher/TA delivery/support in Reading, Writing and Maths – this is evident in learning walks, lesson observations and book scrutinies. In some foundation subject workbooks, work recorded should be better quality.



- Class teachers use assessment well, they identify pupils not making sufficient progress and tailor learning to ensure identified pupils make accelerated progress in small group teaching and interventions.
- Nearly all subject leaders have good knowledge of their subject across school, they use monitoring and assessment to support this. They are aware of expectations and progression across school & have the skills to evidence this. Termly 'to-dos' ensure a good range of monitoring is completed. They support other staff with pedagogy and subject knowledge. A few staff are new to school and will need further CPD to support them at St Joseph's – these staff members have a mentor to support them well.
- A planned monitoring calendar is in place – addressing teaching and learning, pupil workbooks, pupil 'voice' and pupil outcomes in all areas of the curriculum. Senior and middle leaders are all involved in this, linked to their responsibilities.
- Whole-school termly data assessment reviews (Pupil Progress Meetings) are efficient in supporting staff workload and well-being. This matched with our curriculum, supports pupils to make good progress across year groups.
- Where there were issues linked to 'catch up', leaders have ensured stronger teaching is utilised, including NTP and extra TA support to help accelerate progress for these pupils.
- Catch-up funding has been utilised to support pupils in small groups or 1:1 – to address their specific area of need, mainly during the school day and a few after-school tutoring groups.
- Attainment at the end of the EYFS is below average but represents good progress from starting points.
- Attainment in phonics is slightly above average.
- Attainment at the end of KS1 is similar to national figures and also represents improving and good progress over time.
- Standards and progress figures at the end of KS2 reflect good achievement. The proportion of pupils reaching greater depth in writing should be higher.
- Disadvantaged pupils make good progress in Reading and Maths. The progress measure for this group in Reading was +1.07, which was greater than for non-disadvantaged pupils which was +0.68. In Maths the progress measure for this group was +0.26. In Writing, disadvantaged pupils made greater progress than non-disadvantaged pupils (-0.38 compared to -0.91), but further improvements need to be made so that Writing progress is more in line with National overall.
- Pupils with SEND make good progress in Reading (+0.63), but further improvements are needed regarding their progress in Writing (-4.81) and Maths (-1.88), with Writing in particular being significantly below national average.

Priorities and next steps:

Enhance the curriculum by:

- enhancing medium-term planning so that every unit of work maps out suggested sequences of activities and key vocabulary to secure pupils' long-term memory/knowledge, including retrieval tasks
- introducing a new phonics programme – Little Wandle
- raising attainment in writing at the end of KS2 and thereby raising the combined attainment measure at GD
- enhancing the quality of recorded work in foundation subjects and science workbooks so that it is consistently strong.



	OUTSTANDING	GOOD	RI	INADEQUATE
Behaviour and attitudes		✓		
<ul style="list-style-type: none"> The school has high expectations for pupils' behaviour and conduct. The vast majority of pupils demonstrate positive behaviour and conduct, in line with this. For the minority of pupils, those with social & emotional needs particularly, who do not always follow expectations, leaders support all staff well, in managing their behaviour on corridors, at playtime and in lessons. School's good behaviour policies are understood by teaching & support staff and are applied consistently and fairly. New staff are supported to implement the policy well. LOs are supported well by teachers to apply school's behaviour policies at lunchtime, which results in positive playground behaviour. In lessons, leaders ensure a range of strategies is effectively implemented to support all pupils, including those who demonstrate social & emotional issues so they are able to focus in lessons and behave well. Pupils' attitudes to learning are strong. Teaching & learning meets pupils' needs so they do not distract others and engages pupils in their work. Teachers have high expectations and provide tasks so that pupils develop increased resilience to learning challenges. In a couple of classes this can be further improved. Pupil voice is a regular & valuable feature of leadership monitoring. Pupils are happy to talk about their work & school. They express positive views. Attendance is improving and above national figures as a result of the effective implementation of systems and policies. Case studies show when any attendance matters arise, the school takes appropriate, swift and effective action. Some pupils are being targeted to improve their attendance. Fixed-term suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Governors are well informed about any suspensions. Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they say they feel safe. School deals effectively with incidents of bullying. <p>Priority: Ensuring exceptional pupil conduct and behaviour throughout the school building.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Survey all stakeholders and through analysis, identify next steps SLT to support the induction of new staff to school Improve the attendance of some pupils. Support a few teachers to set more challenging work to help develop pupil resilience. 				



	OUTSTANDING	GOOD	RI	INADEQUATE
Personal development		✓		
<ul style="list-style-type: none"> The school is working hard to ensure the curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school staff provide high-quality pastoral support, supporting well, vulnerable families and children. A structured approach to developing an understanding of core Christian Values has been developed and introduced across school, which supports pupils in their understanding of British Values. The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world. On very rare occasions staff need to remind children to be respectful. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated by staff. A range of educational visits/visitors are organised to enhance pupil learning & develop pupils' cultural capital built into medium term curriculum planning. Pupils attend well the good range of extra-curricular clubs; the most vulnerable pupils are targetted to attend. Pupils are given opportunities to develop responsibilities, for example through the far-reaching Gift team, Playground Leaders, School Council and Eco Team. Come and See resources, Journey in Love and the school's liturgy policy are used to support the delivery of the PHSCE & SRE frameworks, further supporting children to develop the skills to become thoughtful, active and positive citizens in a Catholic setting. <p>Priority: Enhance the school's provision for personal development so that all pupils are exceptionally well supported, particularly the most vulnerable.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Introduce the new RE curriculum Review resources so they support teachers in delivering an excellent curriculum that reflects modern Britain. 				
	OUTSTANDING	GOOD	RI	INADEQUATE
Effectiveness of the EYFS		✓		
<p>EYFS INTENT</p> <ul style="list-style-type: none"> The EYFS Leader has accessed support and relevant training in order to implement well the EYFS curriculum. Staff are well trained to deliver a well-planned and coherent curriculum based on the Early Excellence model. In each learning area, a clear sequence of knowledge is agreed and published. Effective support is given to disadvantaged children and those with SEND, for whom reaching the ELG is a significant challenge. Our EYFS is a mixture of adult-led and child-led curriculum and has breadth and ambition, which engages all learners. Adults respond well to children's 				



needs and adapt their teaching to support learning 'in the moment'. Systematic and effective teaching of early reading and phonics is implemented daily ensuring children's needs are met.

- Assessment information is used to inform the teaching cycle.

EYFS IMPLEMENTATION

- Tapestry supports staff in their assessments. Parents receive information about their child's learning at regular points in the term (Focus Child Meetings).
- Teachers create an environment and use interesting resources that focus on children's needs and interests.
- Reading is prioritised to allow children to access the full curriculum offer. A rigorous and sequential approach to the reading curriculum develops children's fluency, confidence and enjoyment in reading, now through Little Wandle. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all children.
- Reading books connect closely to the phonics knowledge children are taught when they are learning to read.
- Mathematical knowledge, concepts and procedures are taught appropriately for the age of children. The White Rose approach is effectively implemented.
- Writing opportunities through topics and the Little Wandle approach are varied, allowing children to demonstrate key skills, linked with the writing ELG.
- Outdoor provision is strongly improving in quality after a period of development.

EYFS IMPACT

- Children develop knowledge and skills across the curriculum and, as a result, achieve well from their starting points, although attainment is below average.
- Children's work across the curriculum is of good quality after a period of development in 2022/23.
- Children's attitudes to learning are positive. They demonstrate, high levels of curiosity, independence, concentration and enjoyment and take pride in their achievements.

Priority and next steps:

Raise standards so that more children are ready for the KS1 curriculum and enhance the provision for CLL.

Following baseline assessments, complete a strategy/action plan to help raise standards and further improve the quality of provision.