



## **School Self-Evaluation Form 2017-18 (19/03/18)**

**Amendments from 01/12/17 in red 19/03/18 in blue**

### **Overall effectiveness: GOOD**

**Evidence:** This is a good school, endorsed by Ofsted (Jun 17). We continue to strive to improve with the ultimate aim of becoming outstanding.

Leadership and management, teaching, learning and assessment and the effectiveness of Early Years are all good. Personal development, behaviour and welfare are also good. We value the education of the whole child and consider our nurturing approach to be a real strength. Our spiritual and moral development is outstanding.

The progress children make in the Early Years is generally good, based on a very low entry level.

Our Key Stage 2 outcomes for pupils demonstrate improvement. 2017 continued our general upward trend with KS2 maths and GPS strong. KS1 results, GLD and phonics all showed improvement on the previous year.

Our academy is a real family community where every child is valued and celebrated. We take great pride in our school and our learners.

### **Areas for Improvement:**

- To improve the attainment and progress of children by the end of Key Stage 2.
- To raise GLD and phonics screening outcomes to above national average.
- To improve pupil outcomes throughout the school; writing ('Talk for Writing') maths ('Maths No Problem') and reading (reading support initiatives) and monitoring impact closely.
- To ensure all disadvantaged pupils make similar progress as their peers.

## Context

### Description of school

- St Mary's Academy is a C of E, VA, primary school located in rural Suffolk adjacent to 2 large American airbases.
- The school converted to Single Academy status in September 2011 and expanded from First to Primary in 2012, resulting in a protracted period of pupil number growth and staff turnover.
- There are 416 on roll in 14 classes (EY - 57, KS1 - 117, KS2 - 242) (NOR 420).
- The school is a mix of old and new buildings. Grounds include a field, kitchen and quiet gardens, separate EY playground and a variety of play areas.

### Pupil Characteristics

- Each year our EY baseline test identifies significant numbers of children who enter school below expectations.
- Children are predominately White/British. There are 25 pupils with EAL, 10 LAC/Post LAC, 3 traveller and 20 Service children (US Forces).
- We have 8 children with EHCP, 28 (7%) on the SEN register with a further 30 (6%) receiving additional support. 17 pupils receive Speech and Language support.
- 101 (24%) of pupils are in receipt of Pupil Premium and we have 34 (8%) FSM.
- 30 vulnerable children (including 4 TAC, 3 CIN, 10 LAC)
- School deprivation indicator is below national at 0.12 (national average 0.21) (RAISEonline 2016 p.59)

### Staffing Overview:

- 1 Principal, 1 Deputy Principal, SENCo
- 15 teachers – 13 full time and 2 part time. We currently have 1 RQT and 3 NQTs.

Historically, recruitment in the Mildenhall area has been challenging and the school has suffered from high levels of staff turnover. The area is not particularly attractive to young teachers.

## Effectiveness of Leadership and Management: GOOD

### Strengths:

A feature of St Mary's is our focus on developing leadership capacity in all our teachers. Leadership opportunities are nurtured and encouraged which has led to a development of staff strengths and shared expertise across the school.

The senior leadership team works with the principal effectively and is ambitious for the school. The Principal will leave in Summer 2018 and recruitment to replace (Dec 17) **successfully completed**. The Deputy completed NPQH (Feb 18) **and is seeking a headship post**. The change in leadership will require monitoring and support from the GB in 2018. Leaders **monitor** the school. They have an accurate understanding of its strengths and areas for improvement (Ofsted 2017). The implementation of an additional Teaching and Learning Group added capacity to the drive towards good outcomes for all pupils. This group, composed of key phase and subject leaders, focuses on the Academy Development Plan and subject action plans which are then refined and prioritised for rapid school improvement. Subject Leaders are knowledgeable, passionate and highly capable at leading their subject areas (Ofsted 2017). We need to ensure communication between all relevant groups and action plans is effective and clear.

We **provide** CPD for all, primarily through **the** link with CASSA (local teaching alliance). This year, CASSA are providing specific RQT and NQT programmes to continue supporting and developing these teachers, alongside middle management training. Teacher mobility continues to challenge the school however, teachers generated from own staff/placement trainees have been successful.

CPD is available for anyone who wishes to improve their subject knowledge. This is not just reserved for English and Maths. For example, quality CPD has been provided to develop science, PE, RE, and music. Our curriculum is enquiry led, engaging, relevant, thought provoking and regularly reviewed. The curriculum is effective in stimulating good learning (Ofsted 2017).

Ofsted (2017) identified consistency in teaching reading, writing and maths as the next challenge for the leadership team. As a result, the 'maths no problem' scheme has been extended to Y1-6, 'Talk for writing' central to writing improvements and a range of reading initiatives to improve comprehension. Reading initiatives will include greater use of York reading assessments (completed Nov 17), Lexia reading scheme **for Y3 and 4 (Apr 18)** and **implementation** of our 'reading café' support (Sept – Feb 17/18). We developed a partnership with Sharing Parenting to develop reading support to parents **and the PTA has continued aspects of this engagement**.

The school promotes staff professional development and CPD opportunities are available for all staff. In house training is tailored to meet the school priorities. We have qualified in-house trainers for safeguarding, school-safe and e-safety. A coaching culture is currently being developed so all can learn from each other. To increase the amount of outstanding practice, teachers observe outstanding **teaching both in school and at other schools in England**. One teacher recently completed the Outstanding Teacher Programme, the Deputy - NPQH, Phase leader middle management training, Maths lead MaST and the Early Years leader is completing the Inspired to Lead National Leadership Programme.

We monitor progress half termly and ensure any pupils at risk of falling behind receive additional support. SLT communicate with the Governing Body where pupil progress reports are shared and senior leaders challenged and held to account, through the Standards and Curriculum Committee and full Governing Body meetings. This has led to Governors having a full understanding of the quality of education taking place throughout the school, particularly for different groups. Governor monitoring weeks with a focus on pupil voice have also fed into this increased understanding.

Safeguarding is effective. Pastoral support is provided through our highly skilled Family Support Team. SMSC development is a real strength – we are a SIAMS rated outstanding Church school. Our Deputy has worked with the ConnectED teaching school alliance to use her expertise to develop SMSC themed lesson packs to be used across Suffolk. Prudent fiscal policies and careful budget monitoring ensures the Academy is financially viable, well administered and the learning environment well maintained.

### Points for improvement from last inspection

### Action and Impact

*The school is focused on improving the teaching of writing.*

All year groups use 'talk for writing' - progress tracked rigorously by subject leader and monitored by TLG. Reports to SLT and Governors. **End of term assessments – Talk 4 Writing appears to be raising attainment and progress although still early in academic year.**

*Leaders evaluate the school thoroughly and have an accurate understanding of its strengths and areas for improvement – they are taking the right actions to bring this about.*

Maintain triangulation and report to SLT and governors. **INSIGHT data management and revised school spreadsheets providing clearer overview of data tracking and in format preferred by staff and governors.**

### Areas for Improvement:

- Continue to monitor NQTs/RQT throughout the year and provide focussed CPD
- Develop further the role of subject leaders, particularly in triangulation assessments
- Explore Multi Academy Trust options and further links with Teaching Schools
- Ensure **staffing** is adequate to support the school **against budget pressures**
- Ensure clear and consistent communication across action plans to all relevant staff

## The quality of teaching, learning and assessment: GOOD

**Strengths:** The school has a comprehensive and rigorous monitoring programme. Support and evaluation of teaching and learning happens through regular classroom drop ins, observations, discussions with children (Time for Talk) and monitoring of books and pupil outcomes. To ensure teachers maintain a high standard of teaching, teachers follow detailed non-negotiables established and regularly monitored by SLT, governors and external improvement partners. Teachers plan inspiring activities that harness the enthusiasm of pupils so that they want to learn. Teachers demonstrate good subject knowledge which challenges and supports pupils ensuring they make progress in lessons as evidenced in the quality of work and progress in books. We need to ensure leadership is both challenging and supportive to staff with minimum expectations positively communicated alongside the expectations required to get the Academy to 'outstanding'. Teachers questioning skills are strong (Ofsted 2017). This questioning enables teachers to check pupil's understanding but encourages 'deeper thinking'. They use their good subject knowledge and accurate assessment of pupils' learning to pose well-pitched questions, which offer an equal measure of challenge and support (Ofsted 2017). This keeps our learning active and allows time for children to think, share their ideas and learn from each other. Children are taught how to ask their own questions and will frequently use 'I wonder...' The school teaches through planned 'inspirations.' These inspirations are based on the enquiry cycle, are question led, and are planned to include SMSC development.

The school teaches bar modelling based in Maths No Problem (extended to Y1 – 6 from Sept 17) as a method of teaching mathematical skills. To raise standards in writing, the 'Talk for Writing' approach has been embedded within literacy (2017). Plans are in place to embed 'Talk for Writing' in maths and across all areas of the curriculum. Each pupil's progress in writing is displayed on classroom writing walls and in pupil writing journals. Early Years and Key Stage 1 use the 'Read Write Inc. Phonics Programme' for teaching reading, writing and spelling. Phonics teaching is mostly effective and well organised (Ofsted 2017). High SEN numbers in EY likely to result in reduced GLD in 2018. Science is being promoted through the Primary Science Quality Mark (completion expected summer 18), improving science teaching and learning. We have been supported by STEM ambassadors and teachers are promoting science with increasing enthusiasm. Y3 and 4 undertake the Lexia reading support programme (Apr 18).

Rigorous assessment procedures are embedded in school practice and impact positively on outcomes for pupils. The school has revised its feedback and marking policy in response to research from the Education Endowment Foundation - EEF. As a result, immediate feedback has been identified as having the highest impact and teachers now prioritise this in lessons where they can be seen circulating round working the room to ensure all pupils are given high quality feedback at the point of learning. Verbal feedback promotes deeper thinking and swiftly addresses any misconceptions during lesson time. Pupils are taught to improve their work. They respond positively to feedback and appropriate time is given for them to reflect on, edit and adapt their work. Marking is meaningful, manageable and motivating. A Growth Mind-set approach has been fostered throughout the school to help learners think about their own learning more explicitly. This was recommended by the EEF as a self-regulation approach with high impact, especially amongst low achieving pupils whose attitudes in some year groups were identified as a barrier to learning. As a result the vast majority of our pupils are not afraid to make mistakes; they see them as a useful and necessary way to learn. The school's aim is to build the growth mind-set of all pupils to avoid the fixed mind-set which results in them falling short of their potential.

The school is committed to ensuring that teaching assistants have high impact on the progress of all pupils. This has been the focus of the Deputy's NPQH project. Currently a full programme of support and challenge (including 'Catchup' literacy and maths) is in place to increase the percentage of teaching assistants working at a high level of involvement through the school day. Our high quality classroom and corridor displays are a real strength of our school environment. Classroom displays specifically support pupil learning in the moment. They demonstrate our ambition for every child; they encourage children to value and be proud of their work and achievements. Our displays inform, celebrate and enhance learning. Visitors comment on the outstanding quality of the displays that help to create a stimulating, vibrant and thought provoking learning environment. Teachers set home learning in line with the school's policy. Parents/careers are informed on the progress of their child on a termly basis through parents' evenings, open classes and reports. Current targets are shared and advice given on how they can support learning at home. We are currently engaging parents with reading through the development of a 'reading café' in partnership with the PTA.

Points for improvement from last inspection	Action and Impact
<i>Improve the consistency and quality of reading and writing.</i>	Fully embed 'Talk for writing'. Use Yarc reading assessments to identify and target pupils behind age related expectations – pupils in need now identified and targeted. Parent reading café to engage parents – separate report highlighting effectiveness. Classroom reading cafes now champion pupil learning objectives. Lexia programme for Y3 and 4 (Apr 18).
<i>Phonics – a minority of teachers do not enunciate letters and sounds consistently accurately.</i>	In house CPD has focussed on identifying mispronunciations. Teaching Assistants deployed to support central teacher led input. Careful tracking to ensure adequate progress. Clear challenges to 2017/18 cohort. Revised teaching methods and in school staff training helping maintain progress.
<i>Pupils can be less engaged with their learning, their attention lapses and consequently progress slips.</i>	Revised behaviour management process, particularly for KS2. Ensure planning and delivery of lessons engages all pupils – check through triangulation/observations. In class behaviour improved (lesson observations/drop-ins).

### Areas for Improvement:

To improve consistency in teaching reading, writing and maths through supportive schemes, CPD and monitoring

To improve the teaching of phonics

Ensure supportive and effective monitoring of teaching across all year groups.

## Personal development, behaviour and welfare: GOOD

**Strengths:** The 2015 outstanding SIAMS report stated that St Mary's is a nurturing and inclusive family community which is rooted in Christian values and supportive of all, regardless of faith background. **In 2018 we will need to revise SIAMS preparations with publication of new national framework (Sept 18 tbc).** The school's work to promote pupils' personal development and welfare is good (Ofsted 2017). We are committed to going 'the extra mile' for our children and each other and have developed expertise through our SMSC focus and nurture support work to support our vulnerable children and families.

We recognise that behaviour management in the local area is challenging and the school is taking a community lead in behaviour management. The school hosted a cluster behaviour management conference, works with the local police (particularly on internet safety) and invested in staff training (e-safety, SchoolSafe and safeguarding) as well as social media and parent internet workshops. The behaviour policy centred on the Christian values of forgiveness, compassion and restoration is embedded into daily school life and **was updated in Sept 17.** Pupils are clear about the definition of unacceptable behaviour and consequences. Behaviour routines and expectations are established through the school: high expectations are evident throughout lessons. The school is an orderly environment – pupils behave well both in classrooms and when moving around the school, in assembly and at break and lunchtime (Ofsted 2017). The behaviour policy includes detailed consequences for unacceptable behaviour, with children given reflection time and opportunities to make amends for any poor choices or mistakes. Incidences of poor behaviour are logged and pupils reflect on their actions and guaranteed a fresh start. E-safety and poor behaviour on social media is addressed through pupil and parent workshops. Where necessary appropriate consequences are followed through. The school had one permanent exclusion in 2017.

Leaders have identified strategies to promote good attendance with children and families. The Academy works closely with the local EWO to follow up cases of low attendance. 2015-16 attendance was around the national figure at 95.67% and improved to 96.09% in 2016-17. SEN attendance is good at 96.04% and LAC at 97.5% (2016-17). Our aim is for 96% minimum overall attendance every year. Children are encouraged be proud when wearing the St Mary's logo. Year 6 pupils have the opportunity to wear their own year group black sweatshirts to make them feel special and encourage them to set an example to the rest of the school.

The entire school community gathers for collective worship four times a week with class assemblies taking place on the remaining day. Assemblies are themed to promote the academy's core values and celebrate achievements together. A group of year 5 pupils form the Collective Worship Team, positions for which they applied in writing at the end of year 4. These children lead assemblies across the school, and work through a Collective Worship Leadership Programme with many SMSC opportunities to choose and explore throughout.

At the end of year 5, children have the opportunity to nominate themselves for the position of Head Boy and Girl and run an election campaign across the school community culminating in an election day. These pupils are expected to set an example for the children and lead school council meetings. They also act as representatives of the academy in the community, for example at the town's Remembrance Service.

Colour team groups provide opportunities for all pupils to feel part of a family within the school. Children can earn colour team points as rewards and colour teams also provide an opportunity for collaborative learning within their own year group, and across the school. This contributes to our strong family atmosphere. Year 6 pupils support EY at lunchtimes as play partners.

Pupils have the opportunity to represent the school outside of the community through sporting fixtures (we reached 3 county finals in 2017) and regular trips and visits. We have a link with Mildenhall Lodge Retirement home who we invite in for a Christmas celebration alongside other members of the local community who frequently commend the excellent, polite behaviour of our pupils. A growth mindset to learning has been fostered throughout the academy, with children receiving specific lessons with a focus on learning how to learn, and to encourage them to become more resilient and independent in their thinking.

Vulnerable pupils and families benefit from our skilled and committed Family Support Practitioner who runs Rainbows Family Support Programme, Positive Parenting Classes (including a 'dad's matter' parenting course), Young Carers, Sunbeams and supports our vulnerable families in partnership with the local Baptist Church. The additional support we provide through our Family Support Practitioners and a full time SENCO are evidence of this commitment **although current long term absence through illness of 0.6 FSP and art teacher undermined this provision during Spring term.** The school employs a specialist art teacher, who runs art therapy classes for vulnerable children such as those experiencing family breakdown, or low self-esteem. The nurture support network's principles of nurture underpin our whole school ethos and we are currently working towards the nurture school award. Teachers have had CPD on nurture work, use of Boxall profiles and strategies for mindfulness are starting to gain a profile in the school.

The school complies with statutory guidelines for healthy eating: pupils eating school dinners use the salad bar; there are group interventions for identified pupils organised by our Family Support Practitioner such as One Life Suffolk; we provide parental information on healthy packed lunches. Children enjoy attending a wide variety of clubs and in-school interventions which include sport, home learning support as well as **breakfast club.**

### Points for improvement from last inspection

*A few pupils become inattentive in lessons and instances of bullying noted.*

### Action and Impact

Revised behaviour policy. Clearly articulated behaviour management across all classes. Aim to reduce frequency and intensity of incidents – monitor and report through SLT to governors. Focus on e-Safety education for pupils and parents. **One fixed term exclusion in Autumn term and second in Spring term - reduced incidents to date.**

### Areas for Improvement:

To revise behaviour policy and implement consistently throughout the school.

To strengthen safeguarding, particularly e-safety.

To achieve the Nurture Network Nurture mark

## Outcomes for pupils: GOOD

### Evidence:

The majority of children enter reception with attainment below or significantly below what is expected. However, progress in the reception year is good. [We anticipate lower GLD attainment in 2018 due to low baseline entry standards and high SEN within the cohort.](#)

The Key Stage 2 SATs results in 2017 were above average for maths and GPS, and significantly below average for reading and writing. Compared to results in 2016 this showed an improvement in GPS and consistency in high quality maths teaching. Reading dipped which was disappointing and writing has remained an area for improvement (although does show year on year improvements). The **current Y6** began KS2 above average but progress **from this baseline is below expectations** (progress stalled in Y3 and Y4). [Mock SATs \(Mar 18\) indicate on track to achieve predictions.](#)

Attainment in Key Stage 1 has been variable but 2017 demonstrated clear improvement to around national average. This was a pleasing upturn following a disappointing previous year (especially greater depth outcomes which largely exceeded national averages). We project continuing success in writing and maths though accelerating reading outcomes will be a challenge with the current cohort. Phonics also showed a significant upward improvement rising significantly to **83%** (around national average). We hope to exceed national average this academic year.

Our Key Stage 2 disadvantaged pupils in general continue to do well although it is a mixed picture across year groups. Over 3 years, the gap between these pupils and the non-disadvantaged has closed although there is variation between subjects and there is no consistency. Our current Y6 cohort is expected to close gaps in reading and maths and outperform previous year groups. In Year 3 and Year 4 we are focusing on the underachieving disadvantaged children who are the focus of additional support and careful, rigorous tracking – the current year 4 cohort are identified as the weakest in the school. [The Lexia reading programme will support Y3 and 4 specifically to boost reading in lower KS2.](#) In Key Stage 1 we are concerned about the gap which still remains between disadvantaged pupils and non-disadvantaged pupils. In Early Years, the gap has closed year on year. Our current Y6, SEN are working below ARE in maths and writing but individually some are making outstanding progress.

Our current cohorts are all making progress. [We monitor at KS level and every half term undertake classroom progress reviews.](#) [INSIGHT was introduced in Sept 18 to track pupil progress and is now providing the school with greater progress clarity.](#) At the end of last year, progress in maths was the strongest across the school. Internal tracking showed more rapid progress in Key Stage 2, particularly the Upper KS2 classes, than in years 1 and 2. Lesson monitoring and other triangulation activities support this picture. The provision of 'maths no problem' across Y1 – 6 should maintain improvement, as will the initiatives in reading and writing.

Points for improvement from last inspection	Action and Impact
<i>There is a slight legacy of underachievement in some year groups.</i>	Provide catch-up support and accelerate learning where necessary – particularly in Y4 and Y6. <b>Current Y6 progress limited. Current Y4 identified as weak cohort – attainment low but progress encouraging.</b>
<i>Writing (and reading) remains focus areas.</i>	Range of curriculum support measures including 'maths no problem', Talk for writing and reading ( <a href="#">Lexia for Y3 and 4</a> ). Report through TLG to SLT/governors. Monitor and report through triangulation. <b>Reading and writing outcomes currently predicted to show improvement to around national expectations.</b>

### Areas for Improvement:

- To increase the percentage of children working at age related expectation at the end of Key Stage 2 in reading and writing to at least in line with national average
- To improve end of Key stage 1 results, to include phonics, to at least in line with national average
- To increase the progress and attainment of SEN pupils

Outcomes (national averages in brackets)

<b>EY GLD</b>			
<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
50% (66%)	63% (69%)	68% (70.7%)	<b>60%</b>

<b>Yr 1 Phonics</b>			
<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
69% (77%)	67% (81%)	83% (81%)	<b>87%</b>

<b>KS1 (expected standard)</b>				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Reading	92% (90%)	62% (74%)	70% (76%)	<b>68%</b>
Writing	82% (88%)	52% (66%)	67% (68%)	<b>72%</b>
Maths	95% (93%)	63% (73%)	75% (75%)	<b>77%</b>

<b>KS2 (expected standard)</b>				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Reading	79% (89%)	68% (66%)	62% (71%)	<b>71-84%</b>
Writing	78% (87%)	58% (74%)	64% (76%)	<b>69-81%</b>
Maths	78% (87%)	79% (70%)	79% (75%)	<b>71-89%</b>
GPS	69% (80%)	66% (72%)	78% (71%)	<b>71-81%</b>
RWM combined	71% (80%)	55% (53%)	52% (61%)	<b>62-72%</b>

<b>KS2 (average scaled score)</b>			
	<b>2016</b>	<b>2017</b>	<b>2018</b>
Reading	103 (103)	102 (104)	tbc
Maths	104 (103)	105 (104)	tbc
GPS	104 (104)	105 (106)	tbc

## Effectiveness of Early Years (EY) provision: GOOD

### Evidence:

Children enter the EYFS with attainment below average in all areas with **significantly below average** in reading and writing with 93.4% entering below in reading and 91% entering below in writing. Historically on entry data is significantly below national averages and in 2017/18 was the lowest recorded. 13 feeder nurseries are linked to our school. Our largest feeder nursery was judged as RI by Ofsted in 2014 and subsequently closed in the summer of 2016. Baseline procedure on entry is in depth, thorough and moderated externally and with cluster schools. EY staff regularly lead formal cluster moderation. Pupils make good and often outstanding progress in EYFS. Children's work in their reading and writing books supports the academy's view that more will meet the expected standard this year and be well prepared for year 1 (Ofsted 2017).

2017 GLD was 68% (broadly in-line with national average) up from 63% in 2016. **Historically GLD has increased year on year in a climate where on-entry attainment has decreased.** However, 2017 intake will challenge our aim of maintaining improvement in outcomes **and GLD is expected to reduce in 2018.** A gap remains between disadvantaged children and the rest. Quality of teaching in both Early Years classes is outstanding, leading to rapid rates of progress however with a third of the current intake on the SEN register progress this academic year is expected to be slower. Teachers plan activities that excite and engage children, enabling them to learn well (Ofsted 2017). Quality of teaching is endorsed by Suffolk & Norfolk SCITT (we have been successfully mentoring students for three years). In addition we support Teaching Assistants and Apprentices working towards NVQ Level in Early Childhood Studies. We pride ourselves on sharing expertise and working with well-informed professional colleagues.

Observational based assessments are personalised and accurate. Next steps are shared with children in the moment and adults act upon their observations on a daily basis. A range of high quality adult guided activities link to children leading their own learning. High adult ratios ensure learning is meaningful, challenging, personalised and enjoyable. Our EYFS adults are constantly engaged in professional discussion of children and their learning. All adults contribute to Sustained Shared Thinking sessions and 'Planning in the Moment' learning stories. Children at risk of not reaching GLD are assigned a key worker and that adult is responsible for liaising with parents and 1:1 learning. Child level of involvement is judged daily and observations show that children consistently work at a high level of involvement. Adults are observed and receive feedback to also ensure they are demonstrating high levels of involvement.

Well-being is a priority and PSED is fostered and encouraged. Children behave well in early years (Ofsted 2017). Growth mind-set sessions and mindfulness lessons are part of our daily curriculum to ensure that our children are resilient to challenges and have a rich understanding of our school values. Our teaching team have published articles in RE Today and in published books on child development. Children in the Reception class benefit from a stimulating and well-resourced learning environment which is warm and welcoming (Ofsted 2017). The outside learning environment is well maintained and stimulating with opportunities for uninterrupted free-flow indoor and outdoor learning. The outdoor provision is continually being reviewed and developed to suit our learner's needs. To support our disadvantaged pupils we seek inspiring trips and visits, these support the development of Prime areas. Outside visitors included story tellers **and** Hart Beeps music. Children take regular trips to the woods to enjoy forest school based activities. Parents are encouraged to join our learning and contribute to our on line learning journey Tapestry. Good links with our local environment enable us to enhance our curriculum by making many visits to the church, vets, post office and parks. Effective communication with parents is established from the start – parents appreciate the opportunities to stay and play with their child (Ofsted 2017). Our curriculum ensures that Talk for Writing and phonics take a high priority in our curriculum to rapidly improve our poor on-entry communication skills and writing. Staff are trained in ELKLAN to support our disadvantaged and EAL pupils. We take pride in our communication rich learning environment.

Leaderships in EYs is at least good, with the EYs leader's skill and ability being highly commended previously. Our EY leader is a key practitioner for the county who models outstanding practice and supports visitors and teachers from other schools throughout the year – **she will also undertake moderation training (Spring 18).** Our EY Lead promotes continuous self-evaluation and development of team members, including CPD opportunities and mentoring SCITT students (the previous three students are now employed in the school.) EY relevant training is provided for teaching assistants, and will be extended in the coming year.

### Points for improvement from last inspection

*Some adults are not as effective as they could be in helping to stimulate and move children's learning on and, as a result, a few children do not get as much out of their learning experience as they could.*

### Action and Impact

Expand EY CPD and training opportunities **additional phonics training completed (Mar 18).** Monitor by EY lead and report to SLT. Ensure greater stimulus of children by key workers. **Lesson observations indicate good adult involvement – ongoing monitoring in place.**

### Areas for Improvement:

- To further close the gap between disadvantaged and non-disadvantaged pupils
- To raise attainment in writing and reading
- To further develop adult EY CPD