

SCHOOL SELF EVALUATION FRAMEWORK: 2020- 2021	CARLISLE INFANT SCHOOL	TERM: AUTUMN 21 SPRING 21 SUMMER 21
HEADTEACHER: ZOE BRITTAIN	CHAIR OF GOVERNORS: BILLY DAY	DATE: September 2021

SCHOOL CONTEXT

- 3- form entry community infant school federated Hampton Hill Junior School (HHJS)
- Located in Hampton ward – 82.3% pupils reside in this ward
- Overall prosperous area - pockets of deprivation, women’s refuge, adjacent to Hanworth ward (Hounslow) - top 20% of deprived wards in the country
- Number on roll: 244
- Breakfast Club facilities on site - After School Club at HHJS
- 31 PPG: 13% of the school population, key barriers may include: reduced/limited parental support for learning at home (possibly due to own education experience), initial low starting points, gaps in vocabulary and knowledge
- 21 languages – predominantly English. Arabic, and Polish make up the next two most used languages spoken in the Carlisle Community.
- Predominantly White British 64% with 34% mixture of ethnic groups - enriches curriculum. White and Asian, Other Asian Background, Other Mixed Background and Other White Background make up our most common other ethnic heritages.
- 16 pupils with SEND:5 EHCPs, 11 SEN support and 2 pupils with SCIP support
- Gender – 51% boys on roll (123 boys) 49 % (120 girls)
- Applications for Sept 2021 are lower than expected -a number of families have left our school community and relocated to another part of the UK or another country often as a result in personal circumstances due to Covid 19. Of the families who have moved in the local area, this has been due to another local school offering nursery places to younger siblings and parents choosing the offer of a nursery attached to an all-through primary school.
- Across the LA the birth rate has dropped and many schools have lower reception numbers than in previous years.
- Attendance for the summer term was consistently high.
- Persistent absentees reduced in 2019-2020 and is below national, number of PA had reduced to 26 (4 PPG) by end of Spring 2020
- Punctuality good. Persistent lateness is monitored and followed up with meetings.
- Racist Incidents – historically very low, improved monitoring this year, these are followed up and reported to the local authority – 3 incidents (2020-21)
- Exclusions: historically zero, 9 fixed term exclusions 2019-2020 related to one child with EHCP
- We are committed to proactive safeguarding and well-being practices. DSL has completed peer supervision training.
- 3 mental health first aiders have been trained recognising the increased need for supporting pupil and staff wellbeing
- Carlisle has benefitted from being part of the Trailblazer programme to support mental health. Workshop delivered to all children and support given to parents.
- Carlisle has started the Attachment Aware School Award to further support children with regulating their emotions.
- GDPR monitoring is in place with required actions followed up
- Barriers to learning are identified and responded to for vulnerable pupils, in order to support positive outcomes (see PPG Strategy, SEND/ EAL support provision).
- CIS is an old site and requires ongoing and regular maintenance. Successful, significant capital bids have been submitted to the L.A- with work ongoing.
- Mobility – a number of families have relocated to other parts of the country/abroad. Many have decided to move as a result in circumstances due to the impact of Covid19.
- During this academic year2020-2021, 24 children left Carlisle. We have had 21 children start with us, 7 in YR,9 in Y1 and 5in Y2.
- Clubs are wide ranging including sport, art, music, yoga and sewing
- ISDR (2018/19) positive EYFS and phonics data. KS1 data shows a dip in children reaching the expected standard. SLT identified need for change in 2019/20 no ISDR report due to Covid19. FFT 2019 School Dashboard highlights KS1 results. 2020: no dashboard due to Covid19
- 2019/20 progress data (YR-2): positive trends (end of Spring term) Summer data impacted by school closure.
- Y2 children achieving expected at Phonics screen is in line with other LA schools at 84%
- Best endeavours EYFSP completed summer 2021 70% children achieved GLD

- Parental communications/ complaints are responded to. Parent feedback from surveys, parent consultations, end of year feedback and at events has been positive.
- Very successful CSA (PTA) raised around £11,000, even during lockdown.
- Fundraising – Children in Need, Comic Relief and Great Ormond Street were three charities our Carlisle Community supported last year
- Parent voice – range of opportunities - Parents surveyed around responses to ‘home learning’ and support during Covid19 school closure. The vast majority of which was positive and suggestions for development were carefully considered.

	2021/21 summary	Autumn term 2021	Spring term 2022	Summer term 2022
Number on roll	258	244		
PPG	42	31 pupils (13%)		
BAME		63 pupils (26%)		
EAL		76 pupils (31%)		
SEND	20	16 pupils (7%)		
LAC	0	0		
Mobility	24 Leavers 21 Admissions	8 Leavers 8 Admissions		
Attendance	Sept-July 94%	To 4.10.21 95%		
Persistent absences	39	22 (7 sessions or more)		
Punctuality: 6 plus lates	NA-due to staggered timings	0		
Racist incidents	3	0		
Exclusions	0	0		

Significant changes to the Leadership team includes:

- Vicki Trinder has returned to the school having taken up the part-time position of SENCO.
- David Wells has been appointed as permanent Deputy Headteacher (February 2021).
- Headteacher appointed Sep 2018
- Chair of Governors appointed Sep 2018

Staffing

- Two Kickstart employees started September 2021 as TA apprentices
- New Year group lead in Year 2
- All year group teams have members of staff who have not previously taught in that year group
- 1 P/T class teacher resigned at Easter and 1 Year Group Leader/class teacher resigned. 1 P/T class teacher has been appointed as F/T to cover the P/T resignation and a fixed term class teacher has been re-appointed for a further year on a fixed term contract with the Acting Year Group Leader position
- Majority of staff are experienced, and turnover is low

- 1 NQTs (part-time) due to complete her NQT Induction period in March 2021
- Restructure of support staff (HLTAs) and SEND teacher role took place in July 2019
- 5 new TAs started September 2019 following the restructure
- Links with Kingston University and Kingston College - a number of students have placements at Carlisle

Budget

- The school has a considerable in-year deficit following a re-structure of support staff. A three year budget recovery plan is in place
- Following considerable effort by the headteacher, deputy head and School Business manager and governors, the school ended the financial year with a budget deficit of £-6K instead of the predicted £-45k.

PROGRESS MADE AGAINST AREAS FOR IMPROVEMENT IDENTIFIED AT THE PREVIOUS INSPECTION-JULY 2018

KEY ISSUE	PROGRESS MADE SINCE LAST INSPECTION NEXT STEPS (REFER TO SDP FOR FURTHER DETAIL)
Ensure teachers' expectations of the quality of pupils' handwriting, spelling, grammar and punctuation are consistently high (across the curriculum)	<ul style="list-style-type: none"> • Monitoring shows that the quality of these skills has improved over time • Focus in SIP Report Summer 21-(see SIP Report)
Ensure that the roles of year group and subject leaders are strengthened to increase their impact on the quality of teaching and pupils' learning	<ul style="list-style-type: none"> • Subject leaders participating in a locality curriculum project, LA networks – collaborate, share knowledge, good practice • Year group action plans, based on data, clear of the intent behind these and how they will be implemented • Deputy Head worked with subject leaders during spring and summer term to continue to fulfil expectations and objectives set out in action planning and developing the curriculums intents and subject overviews • Focus in SIP Report Summer 21-(see SIP Report)

OVERALL EFFECTIVENESS: GOOD

- All key judgements are good
- Safeguarding is effective
- School's Vision is "Love Learning, Love Life' is developed through a well thought out and engaging curriculum
- Proud of our commitment to ensuring our children develop skills for life as well as for learning

QUALITY OF EDUCATION: GOOD

WHAT IS WORKING WELL

- INTENT
- Carlisle Curriculum Intent statement was shaped by teaching team and has been published on our website to indicate our school intent for the curriculum we provide.
 - Curriculum is structured so that pupils build upon prior knowledge and skills across all subjects and is structured and sequenced towards National Curriculum outcomes for KS1 and uses the curriculum guidance in Development Matters in reception as a framework for our early years curriculum.
 - Curriculum progression plans are in place on our website, outlining key objectives, skills and vital vocabulary that will be introduced in each term for each year group. Enrichment opportunities are also being considered by all subject leaders.
 - Curriculum is designed to be engaging, challenging and give children the opportunities to develop into adults who want to make the world a better place. A big emphasis is placed on developing children's social skills and learning behaviours, so that they are resilient, creative, able to solve problems and communicate well with others.
 - Designed to meet the needs of our children in our local community - in order for our children to be successful in learning and in life
 - Yearly overview curriculum maps ensure NC is covered - Subject leaders monitor through planning, book looks and feedback
 - Curriculum progression maps are being developed for each subject

- Medium-term plans show the intended outcome for the sequence of learning - children answer key questions for every lesson and at the end of the unit of work - Questions carefully constructed to assess if skills and knowledge have been retained
- PPG Strategy, PPG champion – focus engaging parents with supporting learning at home and pre-teach sessions. Curriculum is being shaped to include diversity, challenge and rich opportunities including educational visits and enriching in-school experiences. Vocabulary and language-rich lessons support diminishing the language gap between all learners.
- SEND pupils - Active Learning Zones Y1 & Y2 - opportunities to rehearse and embed learning in a practical, play-based way. Skilled, additional adults in each year group enable staff to support and challenge all pupils to fulfil their potentials. All pupils are presented with the same learning expectations, but different scaffolding ensures all can access without narrowing the curriculum.
- A love of reading is central - Quality texts to inspire children in their own writing, develops vocabulary
- Carefully planned systematic phonics progression ensures children learn the phonemes rapidly and are able to blend to read independently
- We promote pupil understanding of British values and support their SMSC (spiritual, moral, social and cultural) needs.

Implementation

- Following the period of school closure and blended learning offer of remote education and keyworker school over the past 18 months, subject leads and class teachers have reviewed the curriculum to ensure any learning gaps are identified and planned for.
- Physical development opportunities for both fine and gross motor skills, developing communication and language alongside personal, social and emotional development are key areas of focus for all year groups.
- New and enhanced topic drivers have been implemented in all year groups, reflecting diverse figures, texts and images to complement the new EYFS curriculum and work alongside Carlisle's priority to develop diversity in our curriculum
- Staff analyse data from end of year assessment points to put in place interventions where needed-phonics, reading and maths
- A package of relevant CPD is supportive to teacher subject knowledge and professional development.
- Effective 'talk partners' INSET to encourage the use of talk and develop oracy
- Teacher's subject knowledge is generally secure - some curriculum areas where some staff need further subject knowledge development (Maths Mastery, Computing, Music – Charanga)
- Phonics and early reading skills are prioritised alongside developing a love of reading - additional support for identified children - Borough Leading Phonics Practitioner part of the teaching team to provide support and CPD for staff.
- Training and mentoring to year group and subject leaders - increased clarity around roles and responsibilities - improved confidence and skill when monitoring.
- Additional support is targeted at identified pupils. Progress and impact are tracked and reviewed (e.g. SEN/PPG/EAL/Catch Up and Recovery Plan).

Impact

- Pupils generally achieve well at the end of key stage and in year 1 phonics screen and EYFSP.
- Observations show that vocabulary is more of a specific teaching focus. Teachers have high expectations that all children are able to access the learning and are scaffolded in different ways.
- Following training from the new SENCO, monitoring shows that teaching assistants are working more effectively using tools such as Zones of Regulation, Size of a problem to support identified children. Training on Precision Teaching has begun which is enabling pupils to make smaller step targeted progress.
- Evidence from book looks, observations, pupil progress meetings – shows children understand more, know more and can do more.
- Pupil voice (January 2020) - children can recognise when their learning is getting better and benefit from teacher feedback (verbal and written) Happy Newsletters and teacher's conversations.
- Although 2018-2019 progress and outcome data across KS1 has not been as strong as expected in reading, writing and mathematics, senior leaders have identified that the slippage, mainly occurred in Year 1 and therefore more rigorous moderation, tracking and interventions have taken place so this is not repeated. Changes in year group leadership and planning are ensuring better continuity.
- Tracking systems have been reviewed and a new tracking tool is being used linked to Integris which will equip the teachers with more meaningful data
- The moderation of teacher assessments ensures consistency
- Disadvantaged pupils benefit from additional support where needed and make good progress in closing learning gaps
- SEND additional support - intervention groups and/or individual support for reading, writing and maths

- All staff have high expectations which means that children are to read for a purpose and that gaps in phonic knowledge are quickly identified and closed. The average score for the Phonics Screen for the last three years is 91.3% showing sustained high-quality phonics teaching. Feedback from our School Improvement Partner highlighted that the children's reading books were well-matched to their phonic ability.
- Parental feedback and pupil feedback – transition – especially SEND Refer to majority of positives from home learning parental survey and responses to happy newsletters

AREAS TO FURTHER DEVELOP/EMBED

1. To identify and respond to individual and cohort core curriculum learning gaps
2. To ensure subject leaders are skilled in evaluating the quality of curriculum offer and able to use assessment effectively to further improve the teaching and learning in their subject.
3. Develop phonics and reading curriculum offer further in light of the guidance from the new Reading Framework July 21.

BEHAVIOUR AND ATTITUDES:

GOOD

WHAT IS WORKING WELL

- The school has high expectations of behaviour, children are introduced to our Golden rules and learning behaviours which support this.
- Zones of Regulation used effectively to support children managing feelings and behaviour
- We have a respectful school culture, where staff care for the pupils. We are committed to mutually supportive relationships that promote positive behaviour choices by pupils. Related issues are discussed at leadership and staff meetings, in order for swift and positive resolution. Our learning behaviours are promoted on a weekly basis and celebrated in weekly assemblies.
- Children are motivated to learn and encouraged to celebrate with pride. They are supported to develop their resilience and pupil voice is encouraged and celebrated.
- Pupils behave well when attending before and after-school clubs and extra- curricular opportunities. We are proud of them when they are representing the school off-site.
- Positive attendance and punctuality messages are promoted -with barriers and individual circumstances responded to.
- Parents survey - majority feel behaviour is at least good
- Behaviour policy - clear stepped actions and expectations, restorative conversations support positive behaviour choices. Behavioural concerns recorded on CPOMS to enable more effective tracking, monitoring and support
- Bullying, violent actions, discrimination, derogatory behaviour and peer-on-peer abuse are not accepted. They are dealt with consistently and effectively, on the rare occasions this is necessary.
- Our curriculum helps pupils to understand more about keeping and feeling safe- both in and out of school.
- Strong pastoral foundation - developing relationships with pupils and their families - Staff accessible before and after school - Headteacher and Deputy on the gates
- Learning behaviour focus-children and parents engaged with characters, parents gave examples of how their children met learning behaviour which was shared in live assemblies
- Learning Behaviours continue to be celebrated in celebration assemblies through awarding certificates
- 'Tidy Trophy' launched to promote care for the environment and teamwork
- Behaviour Policy further refined to provide clarity of expectations and responsibilities
- Teaching Assistants have been trained in de-escalation strategies to support children with dysregulated behaviour – INSET Day, Laura Grogan (HHJS)
- Zones of Regulation are becoming more embedded (particularly for children displaying dysregulated behaviour) in order to support them in discussing and managing their emotions

AREAS TO FURTHER DEVELOP/EMBED

- To develop further strategies to support pupils with self-regulation and emotion coaching.
- Continue to develop strategies to support lunch leaders and to ensure lunchtime experience is positive for children

PERSONAL DEVELOPMENT:**GOOD****WHAT IS WORKING WELL**

- Pupils' physical and mental health and well-being, and an understanding of healthy relationships and lifestyle are well supported through our curriculum.
- School Development Plan is linked to pupil, parent and staff feedback around how we talk to children about race. Texts, images and curriculum content are carefully chosen to represent the diverse world in which we live.
- Developing communication and social skills is key to our curriculum especially following the disruption from school closures. All staff utilise every opportunity to develop these.
- The school is now part of the Trailblazer programme which has provided emotional health support for children, staff and parents.
- A member of staff has completed ELSA training and is now supporting children and parents who are showing greater resilience and are better equipped to express emotions.
- Emotional health Workshop has been offered to the whole school aimed at supporting children regulating their emotions.
- Presentations from different faiths to discuss their role to support children's understanding and visits from parents from diverse ethnic heritage to support curriculum objectives.
- British values integral part of curriculum through PSHCE programme, circle times, challenging stereotypes and accepting and valuing pupils' strengths and talents.
- Democracy - school council, voting in class and assemblies (playground equip), creating class rules and routines.
- Charities – children are involved in fundraising opportunities across the year.
- Rights Respecting School to be launched with children and parents November 2021.
- Different kinds of families and these are all special is a focus following staff and parent feedback.
- The RE curriculum - broad and balanced - range of faiths - visitors - children share beliefs - festivals are celebrated throughout the year
- Respecting difference - inclusive school - children are unique and have individual strengths - PSHE scheme Jigsaw, Assemblies, RE lessons, class circle times
- Assemblies - theme of difference - Role play scenarios and carefully chosen stories encourage children to solve problems
- Anti-Bullying week where children wore odd socks for a day helped to promote the idea of uniqueness.
- Taking responsibility for community and world – recycling – letters to local MP
- Extra-curricular activities enrich curriculum - sport, yoga, music and art - disadvantaged pupils places funded for 2 terms - impact seen through raised self-esteem, improved relationships with others and access to physical activity
- Physical and mental health / well-being threaded throughout everyday practice
- Golden Mile - importance of children developing an active lifestyle from a young age and impact that exercise has on mental health
- PSHE programme Jigsaw - progressive scheme - develops emotional literacy and resilience in an age appropriate way - circle times, games and role play scenarios
- High quality pastoral support is a strength of the staff team and is identified by parents as a strength of the school
- Children are taught to take risks and to develop their problem-solving skills which they can then apply to learning or solving problems with friends

AREAS TO FURTHER DEVELOP/EMBED

- Introduce UNICEF Rights Respecting School programme
- To develop an understanding and respect of diverse race within our school community
- To develop an understanding and respect of diverse families within our school community

LEADERSHIP AND MANAGEMENT:**GOOD****WHAT IS WORKING WELL**

- School ethos of love learning, love life is shared by all our staff and promoted to parents, pupils and school community.
- School leaders have a positive and inclusive vision for the school which aims for all children to be the best they can be, and to make a positive difference to the world in which they live.
- School leaders have high expectations for behaviour and learning for both children and staff. Professional development is encouraged at all levels with teaching assistants attending weekly CPD to upskill them further.
- All staff know and understand the school development priorities and the part they play in these.
- Staff restructure in 2019 developed consistency for pupils which enabled better outcomes. Following the restructure, school leaders worked to develop a culture where staff feel valued and supported and wellbeing is promoted. Communications and supports are in place to lessen the likelihood of any sense of workplace bullying or harassment. Any such notion would be addressed proactively. A Code of Conduct for Staff outlines the culture of respect and professional behaviour expectations.
- Wellbeing team carry out regular surveys, analyse responses and respond to areas highlighted wherever possible. A code of conduct for parents has also been developed to further support staff.
- Leadership team comprises of members of all staffing teams, this supports communication, well-being and enables staff voice to be represented in decision making.
- The governing body challenge and hold senior leaders to account and help communicate the school vision to the school community. They have a strategic overview and ensure statutory duties are carried out.
- School leaders and the governing body have responded positively to the ongoing challenges of CV19 and periods of lockdown. They are focused on providing a broad, balanced and engaging curriculum that is supportive to all pupils successfully progressing towards end points.
- Behaviour for Learning and Behaviour Policy developed and shared with pupils, staff and parents.
- The school's actions have secured improvements in progress for disadvantaged pupils and supported enrichment opportunities.
- Pupils with SEND are supported towards their targets, progress is reviewed regularly. The SENCo is highly experienced and supports pupils, parents and staff effectively.
- Research from the EEF alongside a good understanding of pupils needs informs best use of Pupil Premium, Catch-up Fund and Sports Premium funding (action plans/ website).
- Leaders have an accurate understanding of the views of pupils, parents and staff- views are sought on a range of topics throughout the year.
- Our performance management schedule supports improvements in teaching and learning. We work to balance the pressures of work load, alongside developing pedagogy and teacher's subject knowledge.
- [Year Group Leaders have been released on two occasions to receive leadership coaching from Emma Smith \(AfC SIP\) mainly focussing on managing staff, new teams and leadership qualities.](#)
- [Subject Leads have been supported by Deputy Headteacher with focus on shaping curriculums and monitoring their subjects.](#)
- We are committed to supporting pupils' spiritual, moral, social and cultural development and ensuring inclusive practice - with no issues in regard to off rolling/ gaming/ segregation.
- Our staff team and school leaders do not tolerate prejudiced behaviour and encourage and support pupils to respond similarly using our Golden Rules. We work to promote a culture of equality and respect, this is highlighted in this year's School Development Plan.
- Pupil progress meetings - focus on SEN and PPG - Clear expectations for staff around what good progress is. This forms part of our Performance management process.
- Extremely positive parent response to remote learning offer during period of school closure.
- [New families \(September 2021\) were offered opportunity for a school tour by Headteacher or Deputy Headteacher with their children to learn more about Carlisle ahead of the children starting in the Autumn Term – positively received feedback](#)
- Head and Deputy attend CSA meetings and events and have a visible presence every morning at the school gate
- Link with Turing House to support sporting events and through reading mentor programme
- Joint fundraising with CSA and local community for community use defibrillator
- Safeguarding and pupil wellbeing are actively and consistently promoted and monitored. Children who are at risk are identified and pupils are listened to. They feel safe and are kept safe. Staff are trained to identify and respond to pupil and family need and are supported to ensure they work effectively as a team.
- Leaders' work to protect pupils from any sense of radicalisation and extremism- and would be able to engage with pupils in related discussion as needed.
- During period of school closure, a new feature was created for our pupils to use in google classroom. Worry button and Worry bot character used to give children an opportunity to let adults in school know when they were worried. Every time child pressed the button, a familiar adult got in touch quickly.
- [Half termly Safeguarding analysis has been set up to assess quantity of safeguarding concerns including SPA referrals, racist incidents and the volume of children in different key groups.](#)

- Safeguarding Leads hold regular meetings to discuss current safeguarding concerns, research and initiatives and consider trends in regards to safeguarding concerns raised – reflecting on possible actions to act upon these.
- Safeguarding, Whistleblowing and Allegations against Staff policies followed including communicating with LADO where needed
- Any allegations made against staff are investigated and the DSL will contact the LADO for advice and actions are documented in the safeguarding file
- GDPR is monitored by governors and reported back in every FGB.
- Staff survey 100% felt that the school has effective safeguarding procedures
- CPOMS launched September 2020, to provide a more centralised, secure and transferrable tracking and monitoring system
- Staff represent the school in a range of ways, leading phonics practitioner, lead and team moderators, and deliver training for LA.
- We seek external and parental views and work to respond accordingly.
- We have worked to ensure a recovery plan is in place for our deficit budget.
- We worked energetically with our community to fund the Chromebooks to support remote education during the period of school closure and ongoing resourcing of our school library- this focus has now moved towards refreshing our reading scheme and providing all class libraries with a range of texts.
- Best value reviews have led to a more effective model of IT management (Click) and cleaning (May Harris). We have also taken a role in the new LA catering contract (Caterlink).
- The Federation Strategy Team (FST) (involving SLT members from HHJS and CIS) meets regularly to ensure clarity and consistency across our Federation.

AREAS TO FURTHER DEVELOP/EMBED

- Ensure successful SENCO handover in Jan 22
- Develop the role of year group and subject leaders to increase their impact on the quality of teaching and pupils' learning.
- To continue to support staff and pupil wellbeing.

QUALITY OF EY EDUCATION:

GOOD

WHAT IS WORKING WELL

INTENT

- Staff have receiving training by Headteacher/AfC on EYFS Reforms and implications of these, EYFS curriculum/Development Matters and the RBA.
- Statutory framework is followed. Staff understand the aims of the EYFS reforms and have evaluated their practice in light of these. Observations are now made using Tapestry, an online learning journey, to support more time for working with children.
- Early years curriculum develops characteristics of effective learning and makes the best possible use of our outside learning environment, for learning across the curriculum whilst developing curiosity in the world around them from the wealth of nature on our doorstep.
- Curriculum is built around the curriculum framework in Development Matters 2021, wide-ranging umbrella topics are a foundation for the children's learning, alongside developing key skills and a love of learning as they start their school life. Children are given time and support to initiate and lead their own learning, supported by staff who recognise the need to develop communication skills and narrow the vocabulary gap.
- Early intervention is key-any gaps on entry are identified in prime areas through observation and in LCL and Maths through the RBA so that practitioners can target specific support for children- wherever possible this will be through their play and through adding to the continuous provision.
- Transition builds on what children know and can do. Staff utilise every opportunity to prepare children for their start to school, visits to nursery settings, stay and play sessions patio visits with parents, daily communication boards support transition into school.
- Developing a love of reading is key to children's success at school – children have a weekly high-quality core text alongside a decodable text to support development of comprehension and decoding.
- Meaningful and purposeful opportunities to write for a purpose and experience maths in everyday scenarios are provided.
- The learning environment and enrichment opportunities such as our Balance Bikes programme provide physical development opportunities.
- All pupils (including those with SEND) have access to the same opportunities for challenge in the continuous provision.
- Parent partnership is valued, parents contribute to their children's learning journeys.

- Observations on Tapestry alongside a Learning Journey book, record key milestones for children and a picture of how they learn, which is used to support the EYFSP judgment and provide information to parents and year one staff.
- Moderation within school and in cluster moderation with local schools supports staff in EYFSP judgments. Both the headteacher and the EYFS lead have been moderators for the LA.
- EYFS Lead is a leading phonics practitioner for the LA and ensures staff are well trained and parents are supported in helping children learning to read and write at home.

IMPLEMENTATION

- Headteacher is supporting LA with EY and has planned training for schools, staff team have participated in this.
- Broad and enriching curriculum with provision that is well organised – a wide range of learning opportunities are evident - outside and inside.
- Reception team have carried out the RBA alongside own baseline for prime areas to identify gaps-this has fed into Year Group leader action plan. ‘On-entry’ assessment data and pupil progress meetings ensure children, including those with SEND, are targeted according to their needs.
- Family involvement in their children’s learning is key- workshops and coffee mornings are well attended with positive feedback.
- Children start school and settle quickly following home visits prior to the children starting school, followed by parent survey to assess effectiveness of the process.
- High emphasis on teaching and assessing against the prime areas of learning in the first term as children come to us from over 30 different settings.
- Children encouraged and taught how to take managed risks and challenges as they play and learn through an active curriculum.
- Regular support groups/interventions ensure that children make good progress across all areas of the curriculum e.g. Autumn Physical Development intervention provide extra support for gross motor skills, in preparation for writing development.
- Focus on vocabulary development – texts are carefully chosen for their vocabulary.
- Effective teaching of systematic, synthetic phonics and use of books that match individual’s phonic knowledge.
- Additional phonics training part of induction to ensure staff are confident with supporting children in phonics.
- Sustainability opportunities - children grow and harvest their own vegetables and flowers – children cook and eat what has been grown.

IMPACT

- Internal moderation shows judgments are in line with expected standards
- Best endeavours EYFSP in July 21 showed 70% children achieved GLD. Gaps were noticeable in PSED and writing for some children, this will be targeted in year one.
- Pre the pandemic, Carlisle children attained significantly above the national average at the end of the EYFS (in all 17 areas and those achieving GLD) and were broadly in line with LA average (81%) for those achieving GLD. The principle evidence for this judgement is the high attainment. Many children achieved the early learning goals, particularly in the prime areas (94% overall) mathematics (93%) and reading (90%) who achieved expected or above.
- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Their vocabulary is developed through careful planning and used across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency
- Children respond well to the Golden Rules and to ‘Behaviour for Learning’ strategies. Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment.
- Children have developed resilience to setbacks and take pride in their achievements.
- External moderation visit in 2019, found all judgments accurate and praised the assessment practice in place.
- Parent feedback obtained throughout the year very positive overall. Suggestions considered and some implemented.
- Transition from EYFS to KS1 is strong. By the end of Reception, children achieve well, particularly those children with lower starting points.
- Handover includes moderation of writing to ensure that the KS1 team agree with the levels the children have attained.
- Further detail discussions with the Year 1 teachers ensure that they have a good understanding of the children’s needs and skills as they transition into Year 1.

AREAS TO FURTHER DEVELOP/EMBED

- Support team with new EYFS curriculum and with changes to observation and assessment process.
- EYFS team confident in their new roles and are well supported
- Support change in staffing team from September 2021 (supporting teacher new to year group)
- Further develop phonics and early reading strategies with staff