



## SELF EVALUATION FORM



April 2018

### Context

Carlisle Infant School, federated with Hampton Hill Junior School, is a larger than average 3 form entry community school for 4-7 year olds located in the borough of Richmond upon Thames. The school has a capacity of 270 pupils and there are currently two vacant places. Our 268 pupils are organised into 9 classes. The proportion of pupils eligible for free school meals is currently 8.5%, below the national average (14.1%, Jan.2017) Carlisle is a very successful school and has a high standing within the local community. Federation has strengthened the links between the two schools, ensuring excellent transition at the end of Year 2. At present Carlisle has no nursery provision and we strive for close liaison with the area's pre-school providers. This is important as we have over 20 different providers.

Carlisle serves a community that is largely from privately owned accommodation nearby in Hampton Hill, although the school population is more mixed than it may appear. Set within an overall prosperous area, pockets of deprivation exist close by in the Nurserylands and a Women's Refuge is located nearby on the Uxbridge Road. The school is close to Hounslow borough borders, adjacent to Hanworth ward which is in the top 20% of deprived wards in the country. 5% of pupils reside in this ward.

Our different groups profile shows that:

PPG-24 pupils (8.9%). The PPG strategy details the support that we put in place to ensure that PPG pupils make good or better progress.

EAL – 30 (11%) of children speak 19 main languages other than English. There is no one predominant language spoken and 4% speak Polish, 1% speak Albanian and 1% speak Punjabi. 3 children are at stage 1 and 7 are at stage 2.

Minority Ethnic – 78 (29%) of children are from minority ethnic groups. The largest group is White and Asian with 16 children (6%). Then Any Other White with 14 children (5%), Any Other Mixed and Indian both with 9 children (3%), White and Black Caribbean with 8 (3%).

SEN – 3 children have an EHCP

Children Looked After – 4

Child Protection-0

Carlisle works closely with other neighbourhood schools and is an active member of the Hampton and Hampton Hill Locality Group. Together we meet regularly, undertake joint funding applications for projects and hold an annual conference to discuss locality needs and priorities. Coordinators for English, maths and SEND meet each term to share good practice. We have created a strong link with St Mary's University and host a number of

students each year on placement. We take part in and host a range of moderation events with other local schools.

Carlisle is very well supported by parents/carers and they are warmly welcomed when they join the school community. School surveys demonstrate that parent/carer satisfaction levels are very high. Actions highlighted in parent/carer surveys are responded to e.g. addition of free after school clubs. The PTA (Carlisle School Association) plays an extremely active role in the life of the school through organising a range of fundraising and social events during the year.

The Governing Body of the Federation is very committed to school improvement and being a 'critical friend'. It holds the school to account, encourages high expectations and is actively involved in setting the priorities for the school improvement plan through the Governing Body Framework. The governors follow planned monitoring activities that support the work of the school and drives forward school improvement.

The school holds a range of different awards including Healthy Schools London Bronze, Sing Up Gold, Eco Schools Silver, Active Mark, Richmond Dance Gala winners 2010 and 2012, Richmond in Bloom Gold Award winners 2016.

### **Overall Effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development: good**

#### **Evidence:**

Carlisle Infant School is an effective organisation which continually strives to improve the provision for its pupils. Staff retention is high with only one class teacher leaving in the last three years. As a consequence there is now good consistency in practice. Outcomes for pupils, teaching, learning and assessment, leadership and management are all 'good'.

Personal development, behaviour and welfare are good, with many outstanding aspects.

All pupils make good progress from their respective starting points, including those with disabilities and special educational needs (SEN). Provision is broad, creative and constantly developing.

The school is a real family community, very friendly and welcoming with excellent relationships. Moral and social, spiritual and cultural development is very good. The R.E coordinator has a range of visitors representing the key faiths who come in to school throughout the year. Parents have also led a range of workshops during particular religious festivals. We benefit from specialist teaching in music and P.E through our work with Sport Impact. We have a long relationship with dancer, Donrae Abesemis who comes in regularly to work with each class. Our range of extra-curricular clubs has expanded over the last year to include Streetdance, Spanish and a Coding Club. Feedback in parent exit surveys showed that 90%+ were very satisfied with the enriched curriculum. Children are happy and want to come to school. Attendance is high and absence from school is rigorously followed up. Pupil Performance data (Classroom Monitor) is analysed by leaders within the school and under achievement is identified and targeted provision put in place to meet individual needs. The impact of interventions is continually reviewed and adapted to meet the needs of the cohort

Safeguarding is effective and safeguarding measures are regularly reviewed. School systems for ensuring the safety of pupils is well developed and continues to evolve. Consequently pupils feel safe and parents feel their children are safe. There are many leadership opportunities for pupils. The School Council helps to lead assemblies and takes part in key fund-raising events. They consult with pupils across the school so that the views of the children can be included where appropriate. This has helped the children to have a greater understanding of the democratic process. For example the children voted for the new class names and the theme for Creative Arts'

Week. Other leadership roles include being a Bug Buddy, Playground Helper, and Lunch-time Helper. We work closely with other schools through our Locality partnership and also in EYFS supporting other schools in the moderation process and welcoming schools to come and visit our Early Years setting and also to observe the teaching of our Phonics programme, Read, Write, Inc.

### **Areas for Improvement:**

Raise writing standards across the school to achieve a higher % of pupils achieving 'expected' and maintain standard of pupils achieving 'greater depth'. Targets have been set using FFT 50 and FFT 20.

Extend and develop outdoor learning

Extend coaching and mentoring support to volunteers working in school

### **Effectiveness of leadership and management: good**

Leadership is distributed across the school with the HT and DH working in close partnership. All teachers and teaching assistants have leadership/shadow leadership responsibility for subject areas. Year Group Leaders are responsible for monitoring standards across their year group and are involved in the performance management of some team members. Each term a Year Group Leader attends Curriculum and Achievement sub-committee to report on standards in their year group or key area of responsibility. In a staff survey in spring 2017 100% of respondents stated that they are clear what is expected of them and their responsibilities. 88% agreed strongly that they understand how their work fits into the overall aims of the school thereby contributing to the high standards of progress and attainment.

The effectiveness of the governing body is strong because it comprises of individuals with a high level of knowledge and experience across a range of disciplines including accountants, lawyers, HR experts and a member of the DfE. Governors have 'hands on' experience of monitoring through book looks, subject specific monitoring e.g. British Values, SMSC and interviews with pupils. The governing body is provided with termly updates on progress towards targets in the School Improvement Plan. Monitoring activities are closely linked to School Improvement priorities. Book Looks show significant progress towards key targets e.g. improvement in writing standards with a focus on cursive handwriting. Joint observations of handwriting lessons were 100% good or better. YGLs monitor within their year group and attend Pupil Progress meetings together with the SENCO. There is a high level of challenge from governors particularly around achievement for disadvantaged pupils. (See Outcomes section and school tracking). Governors use questions from the School Improvement Partner to ensure that there is a balance of support and challenge in governor meetings. Minutes from FGB and committees show high level of challenge and tight focus on school priorities. FFT 20 targets as well as FFT 50 targets are set for all pupils.

Surveys to staff, parents and children are highly positive. They are shared with the governors and SLT who disseminate to the wider team. Actions arising are addressed in the School Improvement Plan.

High expectations are set through robust performance management structures. Governors carry out HT and DH performance management setting rigorous targets that are reviewed mid-year. Federation targets are set across both schools. Performance management targets for teachers and support staff are closely linked to school improvement priorities e.g. 76% of Y2 pupils are on track to achieve 'expected' in writing, 50% of SEND pupils are on track to achieve 'expected' in writing and 72% of PPG pupils are on track to achieve 'expected' in writing. Teaching standards are reported to governors termly. (See overview of teaching standards). PPA is organised for year groups to meet together and this ensures consistency of approach. Teaching and Learning Communities have been formed for the extended team to have time together to meet on a regular basis. Feedback from external consultants leading CPD reports high levels of engagement from staff.

Our CPD programme is closely aligned with priorities in the School Improvement Plan. All three Year Group Leaders have accessed the NPQML course and this has had a significant impact on key areas for improvement such as handwriting and in Reception engagement with parents. Teaching Assistants have regular discrete CPD sessions with the SENCO and will access the 'Expert TA' course through 3 twilight sessions in the summer term. Federation CPD has had a hugely positive impact in ensuring there is consistency of approach from YR to Y6. Year groups continually reflect and review. This can be seen in the development of the Active Learning Zones in Y1 and Y2 and the regular adaptation of the YR setting to meet the needs of the cohort. The Active Learning Zones in Y1 and Y2 extend learning beyond the classroom with practical and creative activities that support the class topics and provide challenge. We work closely with other schools to further improve our practice. We have been visited by schools from other local authorities to see our outdoor learning environment and to observe our teaching of phonics. We are a strategic partner of the local university, St Mary's and the Headteacher has delivered sessions on creativity and applying for your first teaching position. The DH has shared our approach to raising standards in writing with other local schools at the recent DH forum.

Curriculum enrichment is a strength of the school with visitors, trips and workshops that enhance and extend the learning in the classroom. 96 % of parents in the 2017 exit survey said they were very satisfied with our enriched curriculum. Feedback from Creative Arts' Week and exhibition 2017 was 100% positive. The adaptation of the provision of the curriculum to meet the needs of the cohort 2016-17 (56 boys and 34 girls) was extremely successful and contributed towards our highest level of GLD 78.5%. There is a consistent approach through a 7 year curriculum that is skills based. INSET Jan 2017 was time for coordinators in both schools to meet, look at the skills progression and key issues for their subject. Special curriculum events include Creative Arts' Week, Book Week, Life Skills week, Healthy Schools' Week. We have a visiting dancer who works with us each term. A specialist music teacher working across both schools provides high quality music teaching and involvement in local musical events such as Hampton Court Festival and Rose Theatre Singing Festival.

The school places a strong emphasis on developing fundamental British values as part of pupils' spiritual, moral, social and cultural (SMSC) development. This can be seen on the British Values page of our website. Governor monitoring of British Values was extremely positive (Aut 17). There is an active School Council and Sustainability Group and pupils lead assemblies and take part in a range of fund raising events. Feedback from the junior school is that our pupils are independent and have a strong sense of responsibility. The Golden Rules underpin our behaviour policy and instil in children a strong moral code. SMSC is central to our work underpinned by the Golden Rules. The children in Y2 have been involved in the 52 Lives Kindness project. Termly assemblies on British values highlight key themes such as democracy when the whole school voted to decide the new class names for 2017-18.

Equality of opportunity and diversity are promoted in all of our practices. The school works hard to eliminate any barriers to full participation in all areas of the curriculum. Analysis of extra-curricular clubs helps us to identify gaps and target disadvantaged pupils. We have a number of cultural events including visits from leaders of the key faiths as well as parents who come in to lead workshops and class visits. Any areas of inequality that are identified are quickly addressed e.g. introduction of girls' football at lunch-time.

Local authority Safeguarding audit July 2017 was very positive and our own audit following federation led to a number of improvements in site security. A prominent Safeguarding Wall highlights safeguarding issues with staff, volunteers and visitors. Staff regularly complete Record of Concern forms and bring them to DSL-always erring on the side of caution. Analysis of ROC forms helps us to identify patterns and trends. Safeguarding procedures for students, volunteers and visitors have been tightened in the last year. Safeguarding training is up to date with refresher sessions for volunteers, new members of staff. Single Central Register monitoring happens termly

with governors. Feedback from staff, parents and children in surveys demonstrate that children feel safe in school. Lockdown drill has been practised along with termly fire drills. Any concerns in the area of radicalisation are immediately reported to SPA and in turn to PREVENT. All staff have received training in PREVENT from Metropolitan Police or have completed the online training. Staff surveys and actions show high levels of awareness of correct procedures that must be followed in the event of signs of radicalisation among pupils.

### **Areas for Improvement:**

Develop the role of subject leaders  
Develop the role of YGLs  
Improve strategic role of governors

### **Quality of teaching, learning and assessment: good**

Teaching is consistently good in all classes, with some outstanding features. The EYFS team works closely together and there is a good balance of teacher led and child initiated activities. In Reception there are 3 focused sessions during the day for maths, phonics and writing. Teachers have consulted with pupils to plan topics that will motivate, interest and engage. The curriculum for 16/17 was adapted to meet the needs of a boy heavy, summer born heavy cohort and as a result GLD improved by 6%. Lesson observations show adults question effectively and differentiate their questioning so that more able pupils are posed higher order questions. There is very good consistency across the year group. In Year 1 a transition curriculum is followed in the autumn term maintaining the key principles from Reception. High expectations are set and pupils have targets for English and numeracy. Pupils are grouped by ability for phonics and groups are fluid to allow for swift progression once pupils are ready to move through the RWI programme. There are clear learning outcomes for focused tasks. There is very good consistency across the year group. Marking is consistently good. Book looks show 'next steps' marking is in place and this tells pupils what they need to do to improve their work. Time is given for pupils to respond to marking. The Active Learning Zone in Year 1 provides challenge and extension to activities taking place in the classroom. In Year 2 the Active Learning Zone provides challenge and extension activities in the autumn and evolves throughout the year as the children prepare for the transition to Y3. High expectations are set and the children have 'non-negotiables' that they must adhere to in terms of presentation and content of writing. Teachers have good subject knowledge and work together to plan interesting activities to engage pupils. As a result, lessons are interesting and stimulating. In pupil voice questionnaires, 90% of pupils say learning is made interesting and fun. Teachers plan a good range of activities. Talk Box strategies are used to develop pupils speaking and reasoning skills. Parents are provided with good quality information that tells them how well their child is doing and, crucially, what they need to do to improve. Curriculum workshops for parents/carers are held regularly and are linked to school improvement priorities, e.g. assessment, phonics, reading. Pupil progress is reviewed on a fortnightly basis through the use of Classroom Monitor and year groups moderate together to ensure judgements are accurate. Teaching and Learning Communities have been set up so that the wider team including T.As and volunteers can have dedicated time to plan, moderate and assess across the year group.

### **Areas for improvement:**

Raise writing standards across the school with a focus on handwriting and spelling  
Ensure assessments are regular, accurate and inform next steps  
Implement a broad and balanced 7-year curriculum

## **Personal Development, behaviour and welfare: good, with many outstanding features**

Pupils are confident and take pride in their work. They demonstrate positive attitudes towards learning and through target setting and next steps marking have a clear idea of what they need to do to improve their work. The Golden Rule of always trying one's best and working hard is embedded. (Governor survey March 2017). Feedback from the junior school is that our pupils are independent and confident learners. Parents describe the school as having a friendly, family ethos where the talents and interests of every individual child are taken into account when planning the curriculum. Curriculum enrichment is strong and we have a range of visitors and special events throughout the year. The children help to shape the curriculum: choosing class names, the themes for our focus weeks, the activities for Golden Time and setting the direction of topics through their key questions. In assemblies we have thoughtful discussions on important issues and the children show respect for others' ideas and points of view.

Attendance is very good and absence is rigorously followed up. (See attendance data) This is the case for all groups including SEN and PPG. Behaviour is outstanding and parents and visitors to the school often comment on how polite and well-behaved our pupils are. In the spring 2017 questionnaire 90% of pupils said behaviour was good. All respondents said they felt safe in school. Assemblies are held termly with a focus on how to stay safe and regular Circle Time sessions in class are used to resolve any issues where pupils may be feeling vulnerable in the playground or in school. Governors are involved in monitoring behaviour and in talking to pupils about behaviour. In March 2017 governors interviewed children and asked them about the 'Golden Rules' why we have them and the impact they have on behaviour. Pupils in all year groups could articulate the positive impact of the 'Golden Rules' on behaviour and how they help to keep us safe and encourage us always to make good choices. (See Ofsted file). Monitoring of behaviour incidents shows that there are few incidents and those recorded are low level. The playground at lunch-time has been zoned to provide more structure for the children and to ensure that SMSAs are effectively deployed. SMSAs have had training in engagement with the pupils and how to deal with low level incidents at lunch-time. SMSAs have attended Jenny Moseley's 'Positive Playtimes' workshop and have fed back to the wider team. Circle Time is used widely and strategies for helping children make good choices are discussed. Regular circle times help to resolve friendship issues and disagreements. The Golden Rules are embedded and used by parents at home. All incidents of inappropriate behaviour are linked back to the Golden Rules and if there has been an incident the child misses Golden Time and talks with the teacher about making better choices in future. There is termly monitoring of behaviour and any pupil appearing more than 3 times triggers an appropriate action, usually a meeting with parents. The children have staggered playtimes and there are very few incidents at morning play. We have had only one half day exclusion in the last 5 years. This was for a pupil placed with us whilst waiting for a place in a specialist education setting. Interventions such as 'Emotional Literacy Support' (ELSA) target children who have difficulty managing their feelings.

In class, pupils have excellent attitudes. They listen well and any disruption is rare. They respond very well to opportunities to discuss work and they also work well in groups. Each teacher chooses one child each week for the 'Golden Book'. Children chosen will be excellent role models and will also have gone above and beyond in their behaviour and attitudes to learning.

Understanding of safety and risk is developed through the curriculum. Parents are invited to attend E safety meetings held annually. An LEA computing advisor leads assemblies with the children on E safety followed by a CPD session for staff. Pupils can explain clearly and confidently how to keep themselves healthy and make healthy choices. This is achieved through work in the classroom, assemblies and also a focus week in May that takes the theme of emotional well-being, physical health keeping themselves safe.

Pupils' good SMSC development ensures that they are ready to become responsible citizens in the world. There are regular assemblies linked to British Values. The R.E coordinator is extremely proactive and invites regular visitors to school who help to develop children's understanding of other faiths. In 2017 we have had visitors from the local Rabbi, vicar and an Iman. The children take part in a range of fund-raising events to develop their understanding of issues affecting less fortunate children. These have included The Samaritan's Purse, Walk for Water and Red Nose Day appeal. In May we took part in the 'Kindness Project'-52 lives which is run by an ex-parent and which aims to transform the lives of a child in need each week of the year through acts of kindness on the part of other children.

### **Areas for Improvement**

Ensure pupil behaviour in the classroom and around the school is outstanding  
Implement recommendations following safeguarding audit-July 2017

### **Outcomes for children and learners: good**

The principal evidence for this judgement is the good performance of pupils in the new end of Key Stage assessment tests introduced in the summer of 2016, together with the good progress made by all groups in all year groups relative to their starting points. FFT data for 2016 indicated a value added of +6% for the expected standard in reading, writing and maths and +3% for greater depth in reading, writing and maths.

High performing groups in all areas were other Asian, higher attainers, and first language not English. This is also evidenced in pupil workbooks and in school tracking (Classroom Monitor). The gap in progress and attainment between disadvantaged pupils and non-disadvantaged peers is closing.

#### **PPG Progress Y2 2017**

##### **Reading Writing Maths**

All PPG children (5 pupils) made good progress (11 steps) from the end of Reception.  
Writing-Four out of five children made good progress (11 steps) from the end of Reception.  
Maths-3 out of 5 children made good progress (11 steps) relative to their starting point from the end of Reception. From September 2017 we have been able to use on entry assessment as the start point for our in school monitoring system.

Pupils with special educational needs are well catered for and make good progress from end of Reception. Not every child in this category reaches the national standard, but some do.

#### **SEND Y2 2017**

5 out of 10 children made good progress relative to starting points in reading  
9 out of 9 children made good progress relative to starting points in writing  
9 out of 10 children made good progress relative to starting points in maths

#### **Closing the Gap**

##### **PPG EYFS 2016**

16% of PPG boys achieved GLD  
60% of PPG girls achieved GLD  
36% of PPG pupils achieved GLD

##### **2017**

50% of PPG boys achieved GLD  
75% of PPG girls achieved GLD  
62% of PPG pupils achieved GLD

**Gap has narrowed for PPG pupils in both attainment and progress.**

## PPG Y1 2017

66% of PPG pupils passed the Phonics Screener in 2016  
80% of PPG children passed the Phonics Screener in 2017

### Reading

School tracking shows that in Y1 where there were 10 PPG pupils, 9 pupils made good progress (4 steps) from the end of YR

1 pupil did not make good progress and has now been referred to EP

### Writing

6 out of 10 PPG children achieved good progress in writing-one referral has been made.

**Maths** 7 out of 10 PPG children achieved good progress

## Achievement

### EYFS 2017

#### GLD

78.4% of Reception pupils achieved GLD. This is an increase from 2016 of 6.4%.

The % of boys achieving GLD rose from 63% to 72%

The % of girls achieving GLD rose from 81% to 88%

The gap between boys and girls attainment has narrowed from a gap of 18% to a gap of 16%.

50% of PPG boys achieved GLD compared to 16% in 2016

75% of PPG girls achieved GLD compared to 60% in 2016

Overall 62% of PPG pupils achieved GLD compared to 36% in 2016

### Phonics

In Year 1-91% of boys passed the Phonics Screener

88% of girls passed the Phonics Screener

80% of PPG pupils passed the Phonics Screener compared to 66% in 2016. Results in the phonics screener have been consistently high over the last three years at 90%+

### Year 2 End of Key Stage Assessments-See IDSR

### Current Progress April 2018

#### Year 1

**Good Progress is 3.5-4 points across the year**

Maths	Y1 Boys	Y1 Girls	Y1 PPG	Y1 Non PPG	Y1 Just PPG	Y1 SEN	Y1 Non SEN	Y1 Just SEN
Progress	2.6	2.6	3.3	2.5	2.6	3.1	2.5	12.5

Reading	Y1 Boys	Y1 Girls	Y1 PPG	Y1 Non PPG	Y1 Just PPG	Y1 SEN	Y1 Non SEN	Y1 Just SEN
Progress	2.6	2.5	2.2	2.6	2.5	2.1	2.6	2.3

Writing	Y1 Boys	Y1 Girls	Y1 PPG	Y1 Non PPG	Y1 Just PPG	Y1 SEN	Y1 Non SEN	Y1 Just SEN
Progress	2.9	2.6	2.9	2.8	2.6	2.8	2.8	2.6

**Year 2 Current Progress Good Progress 3 points**

Maths	Y2 Boys	Y2 Girls	Y2 PPG	Y2 Non PPG	Y2 Just PPG	Y2 SEN	Y2 Non SEN	Y2 Just SEN
Progress	2.1	2.0	2.0	2.0	1.9	2.7	2.0	2.8

Reading	Y2 Boys	Y2 Girls	Y2 PPG	Y2 Non PPG	Y2 Just PPG	Y2 SEN	Y2 Non SEN	Y2 Just SEN
Progress	2.6	2.4	2.7	2.5	2.5	2.7	2.5	2.4

Writing	Y2 Boys	Y2 Girls	Y2 PPG	Y2 Non PPG	Y2 Just PPG	Y2 SEN	Y2 Non SEN	Y2 Just SEN
Progress	2.3	2.2	2.0	2.3	2.1	2.8	2.2	3.4

## Current Estimates for end of Key Stage 2018

% reaching the national standard or higher

	Current estimates from Pupil Progress data April 2018	FFT 50 Estimate	FFT 20 Estimates
<b>Reading</b>	84%	82%	88%
<b>Writing</b>	76%	74%	81%
<b>Mathematics</b>	80%	82%	88%
<b>Reading, Writing and Maths</b>	73%	70%	77%

## Y2 Estimates for End of Key Stage Assessments SEND Pupils 6 Pupils

% reaching national standard or higher

	Current estimates from Pupil Progress data April 2018	FFT 50	FFT 20
<b>Reading</b>	50% (EG, CSH, DR)	44%	58%
<b>Writing</b>	50% (CSH, EG, DR)	31%	44%
<b>Maths</b>	50% (JC, CSH, DR)	45%	58%
<b>RWM</b>	33% (DR,CSH)	22%	33%

## Y2 Estimates for End of Key Stage Assessments PPG Pupils 11 Pupils

% reaching national standard or higher

	Current estimates from Pupil Progress data April 2018	FFT 50	FFT 20
<b>Reading</b>	72%	64%	74%
<b>Writing</b>	72%	51%	63%

<b>Mathematics</b>	81%	67%	77%
<b>RWM</b>	72%	44%	55%

### **Areas for Improvement:**

Improve the % of pupils achieving 'expected' and 'greater depth' in writing

Improve the % of pupils achieving 'expected' in reading to 80%

Improve % of pupils who pass the phonics screener to 93%

Improve the % of pupils achieving expected in maths to 85%

### **The effectiveness of early years provision: good with outstanding features- see separate Early Years SEF**

The school takes children from 20 different pre-school settings. Last year it introduced home visits and this has helped to build strong positive relationships with families. Last year the team introduced three focused sessions during the day. These were: maths, RWI and writing. There are plans to develop the indoor shared area this coming year to have a central role play area for children to access throughout the day.

The quality of teaching is good. Assessments are regular and accurate. Staff use the results of assessments well to plan activities that children find interesting and challenging. The activities cover all areas of learning each week, with a strong focus on the prime areas.

The children enjoy coming to school. Feedback from parents in our entry survey show they quickly settle into the well-established routines and are soon working and playing happily together.

Children respect each other's differences and see diversity as a positive aspect to be celebrated.

Behaviour is good and we have a high number of adults to support the children in class. Children are quickly introduced to the Golden Rules and learn how to behave as a result of the role models provided to them by the staff and other pupils. Children have the opportunity to work alongside and learn from older pupils.

In class, children pay close attention to the teacher and listen well to other children when they are speaking. They are proud of their work and are encouraged to explore the environment around them. In doing so, children develop a healthy awareness of risks and how to keep themselves safe in a range of situations.

There is a comprehensive induction process for children starting in the summer term. The partnership with parents is strong and parents contribute to the children's Learning Journals through 'Magic Moment' slips providing information about the children's achievement at home. Leadership and management are very good. The EYFS leader communicates effectively with the whole team and the provision is continually reviewed. Tracking of pupil progress is accurate and secure as evidenced in moderation visits. Support for PPG children in Reception is put in place at an early stage in order to improve the % of PPG pupils achieving GLD.

### **Areas for improvement:**

Provide greater opportunities for writing in the indoor and outdoor learning environment

Develop role play opportunities through centralised role play space