



Self-Evaluation Form
2026- 2027

School Context

- We are an average sized nursery and infant school (around 180 children) serving the socio-economically diverse area of Torpoint.
- Torpoint is a small town situated on the outskirts of Plymouth on the Rame Peninsula.
- Torpoint is connected to Plymouth by a car ferry. It is some distance from the main conurbations and facilities in Cornwall.
- A primary source of employment in the town is HMS Raleigh, a naval training establishment which also houses the Royal Marine Band.
- Approximately 1 in 5 children in our school are part of military families.
- The children from military families may experience a variety of vulnerabilities, for example, those from Army families are generally more mobile than those in Navy families as these families often move with the parent's deployment.
- Children in Navy families generally have parents away on deployment for longer periods of time.

Classes and staffing structure

- The school is housed in a mixture of Victorian buildings but also includes 'Elliott' classrooms for our Reception children.
- We have 4 Key Stage One classes, 2 EYFS2 classes and a 52 place maintained nursery.
- We have a very established staffing structure across the school.
- The Pupil Premiums are used to help maintain our high staff to pupil ratios; this includes:
 - Having a highly experienced Teaching Assistant in every class to ensure all classes have effective pastoral and academic support. Where there is significant need within a class, an additional TA will provide daily timetabled interventions/ support as needed.
- Our Head Teacher has been in post since October 2021.

Attainment

- Our end of Key Stage results are broadly in line with, or better than national, for summative assessments over time (see data booklet).

**See Population Analysis and Data Booklet for contextual figures.*

Safeguarding	
Strengths	Next steps from the School Development Plan
• The school's arrangements for safeguarding children meet statutory requirements and all staff understand these requirements and the school systems to deliver them effectively. • There is a highly effective culture for safeguarding across the school. • Robust and timely actions are taken when safeguarding concerns are raised. • Safeguarding records are highly effective with clear actions and responses to these actions. • All policies are available online, on the school intranet and physically on a safeguarding board that is accessible to all staff and volunteers. • Robust induction procedures are in place for all staff, volunteers and governors. • The staff code of conduct clearly sets out expectations of staff behaviour. • The S175 is used as a tool for reflection and to drive improvement. • Safeguarding training takes place every September for all staff and governors and there is a cycle of child protection and safeguarding training for all staff. Additional termly child protection updates are also provided including annual face-to-face PREVENT training. • Leaders attend a range of additional safeguarding CPD opportunities. • Weekly safeguarding team meetings with DSL/DDSLs are held for supervision purposes. • Children are taught about how to stay safe, including online. • Children's voices are heard including through the use of feelings sticks, Jigsaw curriculum, and school council. • All children know what bullying is and what they would do if it happened. • There is a zero-tolerance approach to bullying and harassment. However, if needed, there are clear record systems for behaviour, bullying, sexualised behaviour and any incidents linked to the protected characteristics,	

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Met

The safeguarding standards have been developed from the requirements of 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding is 'met' when all the following apply:

- Leaders and those responsible for governance have established an open culture in which safeguarding is everyone's responsibility. Multi agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed.
- Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support.
- All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently.
- Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse).
- Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, record keeping and the 'Prevent' duty.
- The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.
- Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.
- Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them.

Inclusion

Strengths

- The ACHIEVE curriculum is ambitious, enabling every child to achieve personally and academically. The curriculum is not merely based upon children acquiring content, but in developing the long-lasting and transferable skills and attitudes that each child needs to become a lifelong learner.
- Effective and robust systems of tracking progress ensure that teachers can identify any individual child, or group of children, who are at risk of underachieving.
- The curriculum is adapted to meet the needs of all children including the most vulnerable children and those with SEND. All children are encouraged, and provided with the skills to be, confident and independent learners; this is achieved through the scaffolding of tasks and effective deployment of resources, including staff.
- High ambitions are held for all children, including those with SEND. Teachers use a 'scaffolding up' approach to enable the delivery of learning in a way that meets the needs of all children and 'lifts the lid' on their potential.
- For children with SEND, additional and tailored provision is clearly documented within Individual Support Plans, with targets recorded and reviewed through the Assess, Plan, Do, Review process.
- All children, including those with EHCPs, are well prepared for the next phase of their education. They leave us as confident, independent, and resilient learners. The way in which we deploy our support staff ensures that children do not become reliant upon adult support to complete their learning activities.
- Pupil progress meetings are held between SLT and class teachers to ensure appropriate interventions are in place to meet the specific needs of individuals. As a result, children make 'exceptional' progress from their differing starting points.
- The pupil premium strategy is carefully designed and implemented to reflect the needs of the children.
- Opportunities to engage in local projects that enhance staff knowledge and therefore provision and outcomes for children are actively sought, for example, PINS Project, piloting materials for local authority teams (Talk Boost) , Early Years Forces Covenant trust project, Confident Communicators project.

Next steps from the School Development Plan

- Expectations for the progress and attainment of vulnerable and disadvantaged pupils are matched to the clear provisions in place for them.
- A range of provision improves children's speech, language and communication skills.

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Expected standard	Strong standard	Exceptional
Inclusion meets the 'expected standard' when all the following apply: Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. Leaders have high expectations for these pupils. They engage proactively and in a timely manner with them and their families to help reduce barriers to their learning and/or wellbeing. Typically, the support they provide (following engagement and any specialist advice, if needed) reduces barriers to their learning and/or wellbeing. Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach. Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting	Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skillfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well-analysed, quantitative and qualitative data underpins leaders' decisions. Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff. The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND.	Inspectors may consider leaders' work in inclusion to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or well-being for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, are reduced exceptionally well to ensure highly positive outcomes and experiences for pupils. Leaders' actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life, and have ensured that they feel they belong within the school community. There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: • support improvement across all aspects of their own school and/or group • share their learning and best practice externally to support system-wide

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Expected standard	Strong standard	Exceptional
approaches to take. The strategy and approaches are generally understood and implemented by staff. Where relevant, the qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND. Leaders are committed to, and understand, their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school. Leaders support pupils well who are known (or previously known) to children's social care, including looked-after and previously looked after children. Staff work effectively, including with the virtual school, so that these pupils generally improve their learning opportunities and experiences. This includes leaders and staff having regard to the pupils' personal education plans, if any are in place. <i>Alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it. (N/A)</i>	When the 'expected standard' has been met and all the following apply: Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well analysed, quantitative and qualitative data underpins leaders' decisions. Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.	improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

Curriculum And Teaching

Strengths

Next steps from the School Development Plan

Intent

- The ACHIEVE curriculum is ambitious, enabling every child to achieve personally and academically. The curriculum is not merely based upon children acquiring content, but in developing the long-lasting and transferable skills and attitudes that each child needs to become a lifelong learner.
- We have written our own Programmes of Study for all curriculum areas and these are clearly sequenced from EYFS through to Year Two; ensuring that knowledge and skills build upon what has been taught previously. As a result, children know more, understand more, and remember more as they progress through the school.
- The curriculum is designed to help children to remember the content they have been taught in the long term through regular opportunities to revisit and build on prior learning. This is enhanced by opportunities for retrieval practice within the curriculum.
- Effective and robust systems of tracking progress ensures that teachers can identify any individual child, or group of children, who are at risk of underachieving.
- The curriculum is adapted to meet the needs of all children. All children are encouraged, and provided with the skills to be, confident and independent learners; this is achieved through the scaffolding of tasks and effective deployment of resources, including staff.
- A flexible timetable within the school day ensures the flow of learning is not interrupted unnecessarily and equally that brain breaks can be taken when they are needed

Implementation

- Teachers have secure subject knowledge of the national and school curricular across the Early Years Foundation Stage and Key Stage One.
- Retrieval practice enables children to re-visit existing knowledge and bring it from their long-term into their short-term memories. Retrieval curriculum maps ensure children are given opportunities to revisit prior learning from their current, and previous, year groups. Children record retrieval tasks in their 'Learning Lookback' books. Purposeful recall is built into lessons.
- High ambitions are held for all children.

- Opportunities for retrieval practice are embedded across the curriculum.
- Challenge and support for all learners is evident in curriculum design and delivery.

- Teachers use a 'scaffolding up' approach to enable the delivery of learning in a way that meets the needs of all children and 'lifts the lid' on their potential.
- Assessment practices inform the cycle of planning and teaching in all subjects with a workload proportionate to impact; assessment documents across the foundation subjects have been established with specific end points identified for each curriculum area.
- Marking and oral feedback are used effectively within classes:
 - The system of stars and wishes enables staff and children to clearly identify successes and next steps.
 - Marking is completed with the children wherever possible. As a result, misconceptions are immediately addressed and challenges that are provided extend and embed learning.
 - Teachers use observations and questioning well within all lesson time to gauge children's knowledge and understanding, they identify misconceptions and provide clear feedback enabling children to progress.
- Staff development is seen as an essential part of the development of teaching and learning. An effective coaching and mentoring programme is developing which acts as professional development for teaching staff. As part of this coaching programme, staff take part in research tasks and this provides them with a level of depth of understanding to apply in their own classrooms.
- Staff access CPD from a range of external providers, evidence of this can be found in our CPD log.
- Subject Leaders share expertise and latest research and development in their subject with other staff, including in staff meetings.
- Reading is prioritised across the curriculum and children learn the skills needed to develop as lifetime readers. Children are taught to read in a range of contexts including opportunities for shared, guided, and individual reading activities.
- The school uses Little Wandle Letters and Sounds Revised as its systematic, synthetic phonics programme. This programme ensures that children are given the phonic knowledge to enable them to learn the skills to be able to blend and decode words and develop into confident, fluent readers.
- Reading books are matched closely to each child's phonics phase. Children continue with reading practice at home; taking home a phonics book and a reading book for pleasure.
- Children's enjoyment of reading is promoted throughout the school. Innovations have included:
 - A designated time for reading for pleasure in each classroom, where children 'drop everything' and read. We call this time 'We Love to Read'.
 - The development of inviting and stimulating reading areas, in communal areas and in classrooms; this fosters a love of reading for all children in school.

- At the end of the week, children in every class vote for their 'story of the week.' At the end of the month, children vote for their 'story of the month,' winning books are displayed in a communal area of the school. - A reading spine, inspired by Pie Corbett, ensures children have access to high quality texts from Nursery through to Year Two. • The reading progress and attainment of all children is carefully monitored and appropriate interventions are delivered for children who are not at the expected level. • The school's vocabulary initiative gives children the foundations to access reading, subject learning, and the ability to express themselves with clarity. Language and vocabulary displays can be found in every classroom. Language interventions are being used to support language and vocabulary development for children in Reception. • Teaching Assistants are used productively and creatively to meet the needs of groups of children and individuals across the school. • The school recognises that the partnership between school and parents is crucial to ensuring children are provided with a positive educational experience. Phonics, mathematics and EYFS Curriculum meetings are held to support parents to help to support their children's learning at home.	
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Grading Statements from Ofsted School Inspection Toolkit

Expected standard	Strong standard	Exceptional
Curriculum and teaching meet the 'expected standard' when all the following apply: Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement. Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned. Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn. Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach. Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.	Curriculum and teaching meet the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended. Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning. Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects. Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.	Inspectors may consider leaders' work in curriculum and teaching to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptionally high standards in the curriculum and teaching have been sustained. Across all subjects and phases, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills pupils need to be successful. Leaders' actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or well-being. These pupils are now exceptionally well prepared for current and later learning, and for future success. There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: support improvement across all aspects of their own school and/or group

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Expected standard	Strong standard	Exceptional
Leaders and staff are particularly aware of pupils who have not yet secured the necessary Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge. Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary. Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.	The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing is implemented consistently well across the school to remove barriers to achievement for these pupils.	share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

Achievement	
Strengths	Next steps from the School Development Plan
Impact • The whole school has an ethos of high expectations of all children's learning, progress, and achievement. • The school is not complacent about its performance and continues to aim for excellence throughout all aspects of school life. • Children have the required vocabulary and knowledge of subject specialist vocabulary to access all areas of learning effectively. • In school moderation sessions ensure that the assessments made are accurate and consistent across the school. • The overwhelming majority of children make exceptional personal progress, including those who have special educational needs and those for whom the pupil premium provides support. • All children are well prepared for the next phase of their education. They leave us as confident, independent, and resilient learners. The way in which we deploy our support staff ensures that children do not become reliant upon adult support to complete their learning activities. • The school develops children's innate curiosity to learn and developing their love for learning at this early age sets the foundations for their future in education and beyond. • Children read widely and often, with fluency and comprehension appropriate to their age. They learn the skills required to enable them to become a lifetime reader with a love of, and for, reading. • Children can apply mathematical knowledge, concepts, and procedures appropriately for their age and they have a love and confidence for working with numbers. They are also equipped with the understanding and skills to enable them to use mathematics in their everyday life; a skill that they will carry with them throughout the next phase of their education and into adult life. • 2025 ISDR, 3 year average (above sig +) in the national distribution banding for phonics. • 2025 phonics data shows the difference between the attainment rate of the school's disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally- 9% school, nationally 22%. • 2025 EYFS Profile data continues to be above national.	• Pupils outcomes in the phonics screening check are at least in line with the national average, with a particular focus on the disadvantaged children

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Expected standard	Strong standard	Exceptional
Achievement meets the 'expected standard' when all the following apply: On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce. Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly. On the whole, pupils achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing generally make suitable progress from their starting points. They develop appropriate knowledge and skills to	Achievement meets the 'strong standard' when the 'expected standard' has been met and all the following apply: Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum. Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing. All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.	Inspectors may consider leaders' work in achievement to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptionally high standards of achievement have been sustained. Across all subjects and phases, pupils achieve consistently well, developing detailed knowledge and skills. This will be reflected in consistently high outcomes in national tests and examinations (where available). Leaders' actions have a transformational impact on the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils now achieve consistently high outcomes and are exceptionally well prepared for their next steps. The difference between the attainment rate of the school's disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally. There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

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Expected standard	Strong standard	Exceptional
enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.		• support improvement across all aspects of their own school and/or group • share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

Attendance and Behaviour	
Strengths	Next steps from the School Development Plan
- Children's behaviour is exceptional and it is frequently praised by visitors. In the March 2025 Ofsted report , it stated 'Pupils' behaviour is impeccable. They learn in a wonderfully calm and purposeful environment. This is because staff expect pupils to behave in a kind and respectful way.' - All staff set extremely high expectations of behaviour and conduct in classes and around the school; these are applied consistently throughout the school. - Staff consistently model interactions with children that are based on respect; children also behave with high levels of respect for both staff and other children within school. - Our school values; 'Be Respectful, Be Learners, Be Safe, Be Responsible', are embedded across the school and shared by staff and pupils. Pupils can talk about the values and children are recognised, by receiving a golden leaf which is displayed on the values tree, for demonstrating the values. - Children move quietly and safely around the school building; this creates a quiet and calm atmosphere throughout the school. - Children's are highly motivated and their attitudes to learning are positive; they cooperate effectively in lessons and show an enthusiasm for, and focus on, learning. Their positive attitudes to learning and high levels of engagement are in no small part due to an exciting, practical curriculum including the offer of a wide range of extra-curricular activities including trips, clubs, visitors and sports coaches. - Children are highly motivated, resilient, and persistent in the face of difficulties. The 'What Makes Me a Good Learner?' posters are used in each class encourage children to be thoughtful about their own learning processes. - The PSHRE curriculum (Jigsaw) enables children to play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. - As part of the PSHRE curriculum, children are encouraged to take part in class discussions and debates where they listen to each other's views and make respectful contributions. - The classroom and playground rules are shared, understood and followed by all children.	- Children are encouraged to be independent, confident, resilient learners - Attendance of all children, particularly vulnerable groups, is a priority for all stakeholders.

- A safe, secure, and nurturing environment is maintained for every child and there are safe, secure nurturing relationships established for all children; as you walk around the school these positive relationships are clearly identifiable.
- Children feel safe and know how to stay safe because good provision is made for this.
- Staff use their knowledge of the possible effects of Adverse Childhood Experiences to underpin their work in terms of behavior, nurture, and resilience.
- All staff understand the need, and have the skills to, assist our young children to understand, identify, and then deal with a range of emotions in an acceptable manner.
- Staff understand that children have very different life experiences and that some of these experiences may have caused trauma, and result in negative impacts upon an individual child's ability to regulate their behaviours and operate as part of the school community.
- 'How are you feeling today?' emotion areas have been set up in every classroom across the school. The children can check in as they arrive in the mornings, and again throughout the day. This helps children to understand their emotions, name them and talk about them; a valuable tool that they can use throughout their life.
- A member of staff is qualified as a Trauma Informed Schools practitioner who provides invaluable support to children, as required, across the school.
- Well-being support plans are used by staff with parents to support those children who need additional support to self-regulate and may still need co regulation from adults.
- Staff are vigilant about bullying and identifying when unacceptable behaviours between children could be identified as bullying. Bullying in all its forms is extremely rare in our setting but any incidents of unkindness are dealt with highly effectively.
- The school maintains record books in which it logs any incidents of bullying and incidents that could represent prejudice against members of our school community in relation to the protected characteristics.
- Very thorough procedures are in place for the monitoring of absence to ensure the safety of children.
- Regular, punctual attendance is promoted with all families. This focus results in our attendance figures being in line with, or better than, national averages. Barriers to any child's attendance are explored with parents; families are supported to ensure that high school attendance is a priority. Termly meetings between the Head Teacher and the

Local Authority Attendance Improvement Officer ensure that attendance procedures are regularly monitored and reviewed.

- The school will only use fixed term or permanent exclusions as a last resort and after carrying out appropriate risk assessments. Our ethos is that the best place for children to learn the correct behaviours in school is within our school.

Grading Statements from Ofsted School Inspection Toolkit

Expected standard	Strong standard	Exceptional
Attendance and behaviour meet the 'expected standard' when all the following apply: Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues. Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand. Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour. Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately. Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively. Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.	Attendance and behaviour meet the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skillfully. Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example. Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact. The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging conversations with pupils and families when attendance needs to improve.	Inspectors may consider leaders' work in attendance and behaviour to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptional standards of attendance and behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong. Pupils who need it receive exceptional and tailored support from highly skilled staff to improve their attendance and behaviour, with perceptible results. Leaders' actions have a transformational impact on how well disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being achieve and flourish across all areas of school life. There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: • support improvement across all aspects of their own school and/or group • share their learning and best practice externally to support system-wide

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Expected standard	Strong standard	Exceptional
Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers. Overall attendance is broadly in line with national averages or shows an improving trend over time. Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on. Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well chosen and targeted.	Leaders' actions to identify and tackle barriers to attendance result in high attendance or rapid and/or notable improvement, both overall and for individuals and groups.	improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

Personal Development and Well-Being	
Strengths	Next steps from the School Development Plan
• The school's wider curriculum gives children rich opportunities and varied experiences and supports children to be confident, resilient, independent and to develop positive individuality. • An extensive and popular range of after school and lunchtime clubs are run on a termly basis. The breadth of these allows children to select clubs to help them pursue their own interests. These clubs are very well attended by children in Key Stage One and EYFS2. By the time they leave Key Stage One 98% of children have attended one of our clubs. This includes children with SEN or those with FSM. • Our ACHIEVE curriculum is more than the development of children's academic skills; the school holds the personal development of every child in high regard. • Personal and academic achievements are celebrated through Head Teacher's awards and assemblies. • The school's exemplary pastoral support, which is achieved through a wide range of actions, promotes high standards of learning, behaviour, and emotional well-being. • Children develop strong and positive relationships with their class teachers and teaching assistants. • An effective and supportive buddy system with EYFS2 and Year Two children is operated. • British Values are promoted through many aspects of school life and this builds children's resilience to radicalisation; empowering them to challenge extremist views: -The PSHRE (Jigsaw) curriculum promotes in each child an understanding and acceptance of diversity; alongside a keen sense of belonging within the wider community and the country in which they live. -The School 's Core Values 'be respectful' and 'be responsible' are understood and adhered to by all members of the school community. -Every child in the school is encouraged to identify with their own culture; the school values the diverse backgrounds of all children. -The PSHRE curriculum enables children to embrace the challenges of creating a happy and successful adult life. Children are provided with the knowledge that will enable them to make informed decisions about their emotional and mental wellbeing, health, and relationships. - Spiritual, moral, social, and cultural (SMSC) development is woven into the very fabric of the curriculum and is	• Rich experiences are planned to enhance children's understanding, respect and appreciation of the world.

embedded in the school culture.

-Within school, all children are actively encouraged to make choices, knowing that they are in a safe and supportive environment.

-Staff help children to recognise that it is better to make positive choices and that there are consequences to all the choices that are made. As a nursery and infant school, we spend time ensuring that children understand how to make sensible choices and why they need to consider the choices that they make.

- Children are taught about the Protected Characteristics in an age appropriate way; ensuring that they understand the importance of treating everybody equally and with respect. Pupil conferencing evidences that children have a strong understanding of this.
- Children know how to eat healthily, maintain an active lifestyle, and keep physically healthy; this is delivered through our PE and PSHRE curriculum.
- During pupil conferencing, it is evident that children are able to articulate ways in which they keep themselves safe.
- Incorporating and embedding mindfulness techniques within PSHRE lessons enables children to step back and notice things more clearly. They learn to better understand their emotions and how to let go of negative and stressful feelings.
- The Trauma Informed Practitioner and Mental Health Support Worker provide targeted support for children with regards to their emotional health and well-being.
- Strong and positive links have been developed within the community. Children engage in many community activities and support important aspects of life in the community: performing at the turning on of the Christmas lights, singing at the Mayors Civic Service.
- Work is undertaken with Forces children to support their pastoral needs and to engage their families in school life .e.g. annual forces family picnic. Members of our Forces Friends group meet weekly in school.
- Members of our Forces Friends group take part in the annual town Remembrance service and community events e.g. the unveiling of the war memorial and the Royal British Legion's blessing of the standard. We also hold our own 'Service of Remembrance' and invite members of the community to attend.
- Specialist music and sports teachers enhance the curriculum offer for children across the school.
- The school supports local, national, and international charities. Not only do we raise money we also ensure any charitable event is supported by explicit teaching about the aims of the charity being supported

Grading Statements from Ofsted School Inspection Toolkit

Expected standard	Strong standard	Exceptional
Personal development and well-being meet the 'expected standard' when all the following apply: A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally. The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge. Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain. Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport. The school's careers education, where relevant, prepares pupils for future education, employment or training. The school is making steady progress towards the Gatsby benchmarks. Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it. The personal development programme is an	Personal development and well-being meet the 'strong standard' when the 'expected standard' has been met and all the following apply: Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum. Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school. Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective. The programme of personal development is extensive and carefully tailored to the school's context and pupils' aspirations. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being, participate and benefit fully. Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils, including the groups of pupils listed above.	Inspectors may consider leaders' work in personal development and well-being to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptionally high standards of personal development and well-being have been sustained. Pupils feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the school's inclusive culture and are exceptionally well prepared for their next steps and for life beyond school. Leaders' actions have a transformational impact on the personal development and well-being of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils are now able to thrive in school and beyond the school. There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: - support improvement across all aspects of their own school and/or group - share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them.

Early Years	
Strengths	Next steps from the School Development Plan
• The Early Years provision provides all children with a safe, stimulating, and engaging environment to learn through play, combining daily access to continuous provision and small adult led group sessions. • Our EYFS curriculum covers the 7 areas of learning in the EYFS framework through innovative and creative themes. • The Development Matters document underpins our EYFS curriculum and Programmes of Study for all curriculum areas demonstrate a clear progression from EYFS 1 through to Year Two. • The curriculum allows children to build and extend knowledge in all areas of learning through carefully planned learning opportunities, whilst developing their key skills needed for life-long academic and personal achievement. • All children are inspired by rich, varied, and imaginative experiences; this is evidenced in curriculum planning which follows regular and systematic observation and assessment of all children. All planning is adapted in response to children's particular needs and interests. • All children are provided with a range of guided and independent activities to develop, consolidate and deepen their knowledge, understanding and skills across all areas of learning in the EYFS. • Teaching is of an extremely high standard due to Early Years specialists leading/ teaching in EYFS 1 and 2 who understand the pedagogy and ethos of Early Years. • The safe and highly stimulating learning environment addresses all areas of the EYFS curriculum and is effectively organised to develop children as independent learners. The learning environment, including continuous outdoor provision, allows children to explore, take risks and learn in a variety of ways. • The EYFS environment supports communication and vocabulary at all levels and in all activities throughout the day with additional communication support introduced as necessary (such as Makaton). Carefully planned sessions take place to continually promote positive communication interactions and increased vocabulary use. • An ethos is clear in the setting that every part of the day is a learning opportunity for the children and staff are astute in observing any progression or new potential learning paths. • Innovation by all staff is strongly encouraged so that practice is constantly reviewed and developed.	• Collaboration with other settings fosters reflective practice; ensuring continuing improvement across the early years. • The development of the EYFS2 outdoor learning area enhances provision.

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| <ul style="list-style-type: none">• Observation, assessment and recording are used to ensure teachers plan to meet the differing needs of each of our children. Tapestry, an online learning journal, is used as an effective assessment tool.• Assessments are used to inform teaching and learning opportunities and do not take teachers away from children for lengthy periods of time; they help teachers to identify what children can do and what they know.• Language interventions are used to support language and vocabulary development for children in Reception.• In Nursery, children take part in daily phonics sessions known as 'Foundations for Phonics.' This phase supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds. Children listen to sounds around them, including environmental and instrumental sounds. They also begin learning about rhyme, rhythm and alliteration. The focus is on daily oral blending and language development through high quality stories and rhymes.• In Reception, children follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and children read books that are matched closely to their phonics phase.• The literacy rich environment ensures children are motivated and supported to engage in reading, writing and other literacy activities; this includes a continuous provision of songs, rhymes, games, and shared and guided reading sessions.• Children are encouraged to persevere and successes are celebrated, building children's confidence to become resilient learners.• In school moderation sessions ensure that the assessments made are accurate and consistent across the school.• Parents are welcome to attend meetings, assemblies, Christmas shows, Country Dance Day and other activities throughout the school year to build relationships with the school team.• Parental involvement and engagement in their children's learning is encouraged by all school staff through daily interaction, parental consultations, our website, curriculum parent letters and Tapestry. | |
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Grading Statements from Ofsted School Inspection Toolkit

Expected standard	Strong standard	Exceptional
Early years in schools meets the 'expected standard' when all the following apply: Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements. Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school. Leaders ensure that statutory guidance for safe sleeping arrangements and food preparation and provision is well understood and implemented effectively. Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development. Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes. Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions	Early years in schools meets the 'strong standard' when the 'expected standard' has been met and all the following apply: Relevant leaders, including the headteacher, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended. Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary. Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children. Typically, children's achievement will be reflected in above-average proportions reaching a good level of development. Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, develop a broad vocabulary and a detailed	Inspectors may consider leaders' work in early years to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptionally high standards of education and care in the early years have been sustained. Children achieve consistently well, and develop the knowledge and skills to be exceptionally well prepared for their next steps. Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged children, children with SEND, those who are known (or previously known) to children's social care, and those with other barriers to their learning and/or well-being. These children now achieve and flourish across all areas of school life. There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: - support improvement across all aspects of their own school and/or group - share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

with children.

Staff consider children's starting points in their curriculum design and approach to teaching so that gaps in children's knowledge are identified and tackled.

Leaders make sure that early years teachers inform Year 1 teachers about any gaps in children's knowledge to ensure an effective transition to key stage 1.

There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics.

Leaders ensure that staff provide effectively for children's personal, social and emotional development, including making sure that they feel safe, secure, stimulated and happy.

Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages.

By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency.

Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development. Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care and those who may face other barriers

understanding across the 7 areas of learning and development. They are exceptionally well prepared for the next stage of learning.

to their learning and/or well-being typically achieve well from their starting points. This means that they are generally ready for the next stage of learning.

Leadership and Governance	
Strengths	Next steps from the School Development Plan
• The school has a strong capacity for continuing improvement. All staff have high ambitions for the school. • School leaders and Governors are ambitious for the performance of the school and have created an excellent learning ethos and environment that is supported by the whole staff. • High expectations for children and staff, within a positive supportive environment, ensure the school is continually progressing. • The Senior Leadership Team, supported by enthusiastic and highly skilled Subject Leaders, focuses continually upon improving teaching and learning. This includes ensuring that all staff get appropriate professional development. • The effectiveness of professional development is evident in the opportunities given to children that translate into pupil's outcomes. External training opportunities are utilised. Staff meetings and INSET days are used effectively to address priorities from the School Development Plan. • Staff access training from a range of providers. • The school's coaching and mentoring programme acts as continuing professional development for staff members. • Subject Leaders share expertise and latest research and development in their subject with other staff. • There is a focused School Development Plan in place with priorities identified from robust self-evaluation which includes the whole staff team. • Staff well-being initiatives are in place that enable staff to feel that their personal and work needs are recognised by the leadership team and the wider staff are supportive of each other. • Termly staff well-being questionnaires ensure the SLT listen to, and respond appropriately to, the well-being needs of all staff members. • All staff take ownership of the policies and procedures within the school. • The leadership team are aware of the impact of excessive workloads and are mindful to ask only for paperwork which directly positively impacts on children's learning or is supportive for teachers. The Headteacher has ensured that time is given to staff to fulfil their roles effectively e.g., time out of class to fulfil subject leadership role.	• Monitoring of the curriculum has a clear focus on the effective adaptations and provisions that promote the progress of all learners.

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| <ul style="list-style-type: none">• The Pupil Premium Strategy ensures money is used effectively to enable the maximum impact for the children's academic attainment and progress. As part of our tiered approach, the importance of high quality teaching, every day in every classroom, is recognised and achieved, in part, through our small class sizes.• Sports premium money is used effectively and is sustainable with clear impact.• Governors fulfil their statutory requirements, and, with its accurate picture of the school's strengths and weakness, the Governing Body robustly holds the Head Teacher and Senior Leadership Team to account for all aspects of the school's performance.• The school has worked collaboratively with external settings to develop and strengthen working relationships and sharing best practice between schools. The school has been part of a Peer Review with two Local Authority schools.• The Headteacher works closely with Headteachers across a range of Local Authority Maintained schools in an established Headteacher's network. | |
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Grading Statements from Ofsted School Inspection Toolkit

Expected standard	Strong standard	Exceptional
Leadership and governance meet the 'expected standard' when all the following apply: Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively. Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload. Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve. Leaders take action to ensure that staff and governors feel valued and involved in the strategic direction of the school. The professional learning and expertise programme is evidence-informed, of high quality	Leadership and governance meet the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders provide meaningful opportunities for staff and governors to share perspectives and insights and collaborate throughout any change process. Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case. Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this. Governors/trustees use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of	Inspectors may consider leadership and governance to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptionally high standards of leadership and governance have been sustained. Governors, other leaders at all levels, and all staff make a strong, positive contribution to the school's strategic priorities. This leads to continued improvement and/or sustained high standards in all areas of the school's work. Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils achieve and thrive. There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: - support improvement across all aspects of their own school and/or group - share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their

and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant. Leaders protect time for professional learning. Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation. Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong. Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge. Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.	the school's work. Leaders have achieved a culture of high expectations and professionalism, which ensures a positive experience for all pupils. Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs.	community and stakeholders, including local and/or national networks
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