

An Example Self-Evaluation Template for 2022 – 2023

School name: XXXXXXXX

Updated: XX / XX / 2023

**There is no requirement or expectation that school leaders self-evaluate against Ofsted grade descriptors. However, many leaders find the descriptors helpful in providing criteria to identify strengths and priorities for further improvement.**

Grade descriptors included in this document are taken from the Ofsted School inspection handbook (updated on 11th July 2022)

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

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| **The Quality of Education** |

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| **School’s current judgement** | **Optional** |

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| **Grade Descriptors for ‘Good’** | **Evidence which supports this** |
| Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. | *Example**As part of this, the school is designing a curriculum to ensure that all children have opportunities to develop key attributes through curriculum ‘drivers’ and through identifying the key components of knowledge to be learned in each subject.* |
| The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils’ interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum. | *Example* *A review of design technology identified the need to purchase a new scheme to replace the existing topic based approach which wasn’t providing the sequence of learning required across the school. CPD for staff has been provide and all children are now accessing a well-structured programme.* |
| The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | *Example* *The school plans to work to further develop the sequencing and organisation of the school curriculum to develop links between and across subjects to support deep learning.*  |
| Pupils study the full curriculum; it is not narrowed:in primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6 | *Example**Children study a broad range of subjects that have been carefully selected to address the needs of children. Children are provided with opportunities to make links between subjects across year groups and subjects.* |
| The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. | *Example**All children, regardless of ability, follow the same curriculum. This is adapted and designed to support learners with additional needs. This continues to be is a key part of the school development plan for 2023/24* |
| The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge. | *Example**In core subjects, the work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.* |
| Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.  | *Example**New knowledge organisers for all subjects ensure that teachers establish a good understanding within a logical sequence of lessons which will continue through the development of the curriculum.**Evidence from lesson observations and book scrutiny indicates that teachers have excellent subject knowledge.* |
| Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. | *Example**Evidence from lesson observations and book scrutiny indicates that teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught.*  |
| Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. | *Example**In core subjects, teaching is structured to provide a clear sequence to support pupils to acquire new knowledge, apply it, and deepen their understanding. Pedagogy adjustments is reinforcing key aspects of knowledge to be remembered.* |
| Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school’s curriculum. | *Example**Remote education policy highlights how the school curriculum is implemented and how feedback is used to create a dialogue of learning* |
| Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. | *Example**The school has an efficient system of assessment for core subjects. This has been effective in supporting children’s understanding and informing teaching. The school has also implemented a weekly quiz which also informs the teachers’ ability to check understanding of taught concepts.* *Leaders have designed a clear and concise tracking system which all teachers are familiar with and understand.* |
| Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | *Example**Staff are ambitious for all children and the environment that teachers create which focuses on learning and supporting children.*  |
| Reading is prioritised to allow pupils to access the full curriculum offer. | *Example**The school places a priority in reading. The school day is structured to promote individual reading and children are encouraged to develop a good reading habit through incentive schemes that the school operates.*  |
| A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read. | *Example**The school has a clear structure to the expected progression of reading at the school. This enables teachers to support children’s reading effectively, assess gaps and provide timely support.**Reading books connect closely to the taught phonics through the use of the xxx scheme that the school uses.* |
| The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. | *Example**The development of the teaching of phonics, including refreshing CPD, was a key part of the School Development Plan in 2022/23. This resulted in a more consistent approach to the teaching of phonics across EYFS/KS1.* |
| Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. | *Example**For example, teachers’ knowledge of children’s literature has improved through research and sharing texts between staff. CPD opportunities have developed teacher’s English skills e.g. ‘Literacy Counts’ etc.* |
| Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce. | *Example**The school is devising mechanisms to track the knowledge and skills across the curriculum.* |
| Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact. | *Example**3-year trend of KS1 and KS1 data concurs with this.**Any data to support this?* |
| Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. | *Example**Feedback from secondary school colleagues suggests that children leave the school well equipped for the next phase of their education.* *Children with SEND achieve well at the school.* |
| Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. | *Example**Children enjoy reading at the school. The school has worked hard to develop a love of reading through its innovative scheme and reward children for their reading habits.* |

**The quality of education overview:**

**Summary of strengths**

**Priorities for further improvement:**

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| **Behaviour and attitudes** |

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| **School’s current judgement** | **Optional** |

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| **Grade Descriptors for ‘Good’** | **Evidence which supports this** |
| The school has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Low-level disruption is not tolerated and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils’ behaviour. Staff make sure that pupils follow appropriate routines. | *Example**The school has a clearly defined and understood behaviour policy.* |
| Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. | *Example**Low level disruption is not tolerated and staff apply a consistent approach to this.* |
| There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. | *Example**The school’s record keeping ensures any bullying incident can be identified and swift action taken to address.* |
| Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. | *Example**Attendance is consistently above the national average over the past 3 years.* *Attendance for children with SEND is also above national averages.* |
| Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. | *Example**Achievements are celebrated in assemblies, displays, social media, week ahead, parents’ evenings and reports.* |
| Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort | *Example**Suspensions and permanent exclusions are included in the school behaviour policy.**The school has not used these in the last x years.* |
| Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. | *Example**Evidence from parent survey (xx- xx- xx) indicates that the overwhelming majority of children feel safe at school.* |
| **Outstanding Descriptors** |  |
| Pupils behave with consistently high levels of respect for others. They 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. | *Example**Incidents of bullying are extremely rare. Behaviour between pupils (of varying ages) is very positive.**The school needs to do more to ensure that commonalities are identified and celebrated, difference is valued and nurtured. As part of this, the school has recognised the need for children to develop their understanding as Global Citizens. This will be developed through the school’s curriculum planning.* |
| Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. | *Example**Children actively support the wellbeing of others in a variety of ways. (Safer Schools, School Council, House Captains, Play-time Games leaders).* *The school is looking to refresh and improve the work of the school council within the constraints of social distancing.* |
| Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. | *Example**Pupil’s behaviour is consistently good. However, the school recognises the need to take swift action to support children’s emotional wellbeing needs.* *The school employs an in-school Emotional Literacy Support Assistant to support pupils where needed.* |

**Behaviour and attitudes overview:**

**Summary of strengths**

**Priorities for further improvement:**

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| **Personal development** |

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| **School’s current judgement** | **Optional** |

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| **Grade Descriptors for ‘Good’** | **Evidence which supports this** |
| The curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality. | *Example**SIAMs inspection judgement is currently Outstanding.**There is a variety of extra-curricular activities provided for pupils to develop their individual talents further.* |
| The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. | *Example**The school’s values, refreshed in xxxx, are taught explicitly within the school curriculum and celebrated through collective worship and school reward schemes.*  |
| The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics. | *Example**The school provides high quality pastoral support. The school employs a trained ELSA (Emotional Literacy Support Assistant).**The school has adopted an award-winning RSE scheme which promotes healthy relationships.* |
| The school provides a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests. Pupils appreciate these and make good use of them. | *Example**The school provides a wide range of opportunities to nurture and stretch children’s talents and interests.**xx% (xx/xx) of children receive tuition in a musical instrument.* |
| The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. | *Example**Events such as Fairtrade fair, Mock elections promotes British Values.**This is built into the school’s curriculum planning and will be further developed during the xxxx/xx Academic Year.* |
| The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. | *Example**The school has developed links with different charities such as xxx, xxx learning about life in xxxx in the process.**The school is seeking to develop this through its development of ’Global Citizenship’.*  |
| Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. | *Example**Pupils engage well with different views and cultures and are appreciative of differences. The school’s equality plan will be updated to reflect this.* |
| The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. | *Example**Children work as Reading Champions, House Captains, School Councillors and Play Leaders. Through these roles, they learn about taking responsibility for one another and developing their skills as citizens.* |
| **Outstanding Descriptors** |  |
| The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. | *Example**A range of extra-curricular activities have been provided.**Use has been made of a range of links with high quality providers to inspire and develop talents.*  |
| There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. | *Example**Extra-curricular opportunities are well attended by all children. Recognising the benefit to pupil’s wellbeing, the pupil premium is used to provide free access to music lessons for children in receipt of pupil premium.**xx% (x/xx) of disadvantaged children receive tuition in a musical instrument.**xx% (x/xx) of disadvantaged children take part in extra-curricular opportunities.* |
| The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer. | *Example**Events such as the residential visit to xxx supports children’s knowledge of the development of industrial Britain and the building of a modern city.*  |
| The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others. | *Example**For example, the school has worked with other schools in providing support for the development of folk dancing.* |

**Personal development overview:**

**Summary of strengths**

**Priorities for further improvement:**

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| **Leadership and management** |

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| **School’s current judgement** | **Optional** |

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| **Grade Descriptors for ‘Good’** | **Evidence which supports this** |
| Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. | *Example**The school has developed a clear and renewed vision for xxx. This is underpinned by strong values which are celebrated and taught through the school’s collective worship programme.*  |
| Leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers’ expertise in remote education. | *Example**There remains a commitment to developing teacher’s understanding of pedagogy within the context of the curriculum review in xxx/xx.*  |
| Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling. | *Example**The school is inclusive and attracts children, many of which are out of catchment, from a wide demography.* |
| Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose. | *Example**Leaders have engaged effectively with parents and pupils, establishing excellent working relationships - as suggested by the most recent parents survey-see screen shot of table* |
| Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. | *Example**A Staff Wellbeing policy has been created and adopted by Leaders and Governors to ensure workload remains manageable.* |
| Leaders protect staff from bullying and harassment. | *Example**The governing body organises an annual survey for staff.* |
| Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. | *Example**Governors were instrumental in the development of a revised vision statement in xxxx.* *Governors’ committees are active and work to ensure that leaders are held to account for the quality of education, especially Link Governors who involve themselves in Lesson Observations and Work Scrutinies.* |
| Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ duty and safeguarding. | *Example**Policies and procedures are reviewed annually by the Governing Body and amendments made when necessary.* |
| The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils. | *Example**The school ensures that staff and governors receive appropriate training with respect to current safeguarding and early help processes.**Safeguarding audit completed xx/xx/xxxx and all recommendations actioned.* |
| **Outstanding Descriptors** |  |
| Leaders ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. | *Example**Teaching has been strengthened over time at the school. This is, and has been, an integral part of school development planning.*  |
| Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. | *Example**Again, leaders have established positive working relationships with all members of staff. This is indicated by recent staff surveys* |
| Staff consistently report high levels of support for well-being issues. | *Example**Staff wellbeing surveys (last completed in xxxx) indicate that staff feel their well-being is taken seriously by leaders.* |

**Leadership and management overview:**

**Summary of strengths**

**Priorities for further improvement:**

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| **Evaluating the quality of early years education in schools** |

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| **School’s current judgement** | **Optional** |

**Information about the status of the nursery where appropriate:**

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| **Grade Descriptors for ‘Good’** | **Evidence which supports this** |
| **Intent** |
| Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. | *Example**Children study a broad range of subjects that have been carefully selected to address the needs of children at the school in line with the EYFS framework.* *EYFS areas have been developed to improve learning opportunities.* |
| The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. | *Example**EYFS is coherently planned and sequenced to ensure pupils acquire the knowledge and skills required to meet the ELGs.*  |
| There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. | *Example**Vocabulary has been an emphasis for whole school development, including within EYFS with positive impacts.**Phonics scores at the end of Year 1 have been above or in-line with LA and National*  |
| The school’s approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. | *Example**Daily Phonics lessons, Sound mats & Bookmarks, Phonics displays etc at Year 1 all contribute towards the development of fluent and confident readers.* |
| The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs. | *Example**EYFS teachers work closely with the school’s SENDCo to ensure the appropriate support is accessed early on in a child’s education. External agencies are used when necessary.*  |
| Children benefit from meaningful learning across the curriculum. | *Example**Topics are chosen so that children benefit from meaningful learning in a cross-curricular approach so that pupils can make links across different areas of learning.*  |
| Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. | *Example**The EYFS stage is well managed and planned systematically with consistent evaluation through observations and assessment to ensure that next steps can be planned to meet the individual needs of all pupils.**There is a systematics and synthetic approach to phonics and reading as mentioned above.**Our EYFS lead has delivered Phonics training to KS1 and KS2 staff to promote quality first teaching of phonics and so that it filters throughout the school.* |
| Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary. | *Example**EYFS teacher has consistently demonstrated ‘outstanding’ teaching in regular lesson observations and work scrutiny.* |
| Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. | *Example**All staff in EYFS create a culture that instil the love of reading and demonstrate this through daily stories at the end of the day.* |
| Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children. | *Example**xxxx planning is used to plan sequenced and progressive lessons, supplemented by xxxx resources that provide challenging work for HA Pupils.**xxx is used as an assessment tool to avoid unnecessary burdens of assessment in EYFS.* |
| Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children’s needs and promote learning. | *Example**There is a balance of teacher-led and child-led activities that enable children to be active and creative learners.* |
| The curriculum and care practices promote and support children’s emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the ‘Statutory framework for the early years foundation stage’, which set out the personal, social and emotional development (PSED) area of learning). Leaders and staff are particularly attentive to the youngest children’s needs. | *Example**All staff in EYFS are made aware of the youngest pupils and their needs e.g. coming off the bus, going to the toilet, dinner time, rest breaks, etc.* |
| Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically. | *Example**Children are given a healthy snack and discuss the importance of healthy eating.**PE teacher discusses and promotes the importance of exercise.**Forest Schools has provided greater opportunities for physical activity and managing risks of this.* |
| Staff provide information for parents about their children’s progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child’s learning at home, including details about the school’s method of teaching reading and how to help their children learn to read. | *Example**Initial parents evening is provided in July so parents are well-prepared for school life and can begin preparing pupils in the Summer.**School links books, week ahead and text messaging service are used as a form of communication.**School provides a EYFS induction leaflet for parents and provide extensive information for parents to support home learning.* |
| Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. | *Example**Children have developed in EYFS with an increase in the percentage of children reaching GLD, maintaining percentages in-line with, or above, LA and national over the past 3 years.* |
| Children are ready for the next stage of education, especially for Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points. | *Example**Our Class 2 teacher closely liaises with our Class 1 teacher each year to discuss all pupils, including their strengths, weaknesses, potential intervention required, emotional well-being, etc to ensure there is a smooth transition into KS1.* |
| By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. | *Example**NCER data shows the percentage of pupils in reception reaching GLD in Com & Lang, Phys. Dev & PSE are all above national in xxxx/xx.*  |
| Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning. | *Example**Daily stories, rhymes and songs, with questioning and discussion, develops pupils’ vocabulary and understanding.**Weekly music sessions develop pupils’ confidence in using language for effect.* |
| Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements. | *Example**The school’s development of new values puts greater emphasis on the key qualities for children to acquire e.g. inquisitive, resilient, respectful, etc.**Assemblies reinforce these values, especially our achievement assembly in which children’s achievements are celebrated, including EYFS.* |
| Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong. | *Example**Establishing a routine and understanding clear class rules early on is essential, and behaviour strategies are put in place when necessary to support pupils who struggle to adapt to school life, with positive outcomes.* |
| **Outstanding Descriptors** |
| The EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. | *Example**It is difficult at times to follow the EYFS approach when class 1 is a split year group with year 1 who also need to meet the National Curriculum. This causes a conflict of pedagogies on occasions.* |
| The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. | *Example**All pupils are given the opportunity to succeed no matter their background and/or ability. Percentages of pupils reaching GLD demonstrate this in xxxx/xx.* |
| Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties. | *Example**Values and key drivers have been developed to run throughout the curriculum.* |

**Early years education overview:**

**Summary of strengths**

**Priorities for further improvement:**

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| **Overall effectiveness** |

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| **School’s current judgement** | **Optional** |
| **Historic Ofsted judgement** **Overall Effectiveness** |  |

**For school to be good overall:**

* The quality of education is at least good.
* All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
* Safeguarding is effective.

**School leaders may wish to provide a summary of evidence that supports the overall effectiveness judgement:**