

Self-Evaluation

2024 -2025

Key Info	<ul style="list-style-type: none"> • Chesterton Primary School is situated in the Chesterton suburb of Cambridge. • Chesterton Primary is part of the Active Learning Multi Academy Tryst. • The school is one form entry from Reception to Year 6. There is one class per year group; a total of 7 classes. • The school has a PAN of 210 but there are currently only 179 children on roll. • The school site is shared with a private Nursery setting which is independent of the school and Trust. • The school serves an area of higher than usual deprivation compared to other areas of Cambridge. 24% of pupils are in receipt of Free School meals but this is most likely not a true reflection of the actual percentage as many parents in Reception and KS1 do not complete paperwork due to universal Free School Meals for this age range. • There is also a high number of EAL learners and learners where they are learning English for the first time. • The school has higher than usual levels of mobility and with children joining and leaving the school throughout the school year. • Children generally achieve inline or above national standards. • The school has had a period of high staff mobility, particularly in leadership, over the past two years which did cause some school improvement issues and some concerns from parents due to less effective communication. However, Leadership and staffing have been settled since January 2024 and as a result, standards at the school have been maintained and relationships with parents are much improved. 											
Key Facts	<u>Proportion of SEN:</u> SEN (Special Educational Needs) Support: 13.8%		<u>Proportion of EHC (Education, Health, and Care) Plans:</u> School: 7.2%			<u>Attendance – All children</u> 2023– 2024: 94.55 % 2024-2025 to date: - 94.36%			<u>Deprivation Indicators</u> School: National:		<u>Stability:</u> School: National:	
	<u>Overall % of Pupil Premium – 24%</u> <u>(% of children in each year group)</u>						<u>Attendance – PP children</u> 2023– 2024: 2024-2025: 29.8%		<u>Persistent Absence</u> 2023-2024: 14.29% 2024-2025 to date: 14.47%		<u>EAL (English as an Additional Language)</u> School: 42.7%	
		R	1	2	3	4	5	6			<u>Child Protection Plans</u> Number: 0	
Five of the Best	The intended curriculum in all subjects is carefully and coherently designed to ensure sequential and professional learning based on key concepts.		Senior leadership is strong, and leaders have a clear understanding of the school strengths and areas for development. As a result, there is a growing strength in subject leadership and a robust professional development programme to develop them further.			Conduct behaviour is strong and behaviour incidents including suspensions are extremely low. Relationships are mutually respected, and children are polite and well mannered. Children can self-regulate using the well-established and adapted approach to zones of regulation.			Support from the Active Learning Trust has provided capacity for a small one form entry school and as a result, the school has been able to address school Improvement Areas of Development more rapidly and through colleagues with expertise.		A newly implemented Teaching and Learning Toolkit and Lesson Structure, although in its infancy, has improved teacher pedagogy and the curriculum implementation, particularly where teaching is at its strongest.	

The Quality of Education	<ul style="list-style-type: none"> ● QE1.1 To further improve reading outcomes for all pupils across Chesterton ensuring even more children meet expected/greater depth levels ● QE 1.2 To further improve writing outcomes for all pupils across Chesterton ensuring even more children meet expected/greater depth levels ● QE 1.3 To further improve Phonics and Spelling outcomes for all pupils across the school ensuring even more children meet expected/greater depth levels ● QE 1.4 To further improve Maths outcomes for all pupils across the school ensuring even more children meet expected/greater depth levels ● QE 1.5 To further improve outcomes in Foundation subjects and Science for all pupils across the school ● QE 1.6 To further develop strong teaching pedagogy and embed the Chesterton Teaching and Learning Essential Toolkit and Lesson Framework ● QE 1.7 To ensure summative assessments are robust across all subjects and year groups ● QE 1.8 To strengthen pedagogical SEND (Special Educational Needs and Disabilities) adaptations to ensure all pupils engage actively with the learning process. ● QE 1.9 To develop the skills and knowledge of Teaching Assistants so they have an active and impactful role in assisting the teacher ● QE1.10 To ensure even more children achieve at least expected/greater depth standards across the curriculum
Behaviour and Attitudes	<ul style="list-style-type: none"> ● BA2.1 To improve school attendance particularly for pupil premium and SEND pupils. ● BA 2.2 To create a learning culture where all pupils actively engage with learning all the time ● BA 2.3 To ensure there are robust systems for supporting children with SEMH/ASD to reduce Part Time Timetables and Exclusions for this small minority of children
Personal Development	<ul style="list-style-type: none"> ● PD 3.1 Further develop and embed the ethos and culture of the school ● PD 3.2 To celebrate Chesterton's inclusive ethos through the introduction of a Chesterton No Outsiders programme ● PD 3.3 To further develop the leadership Opportunities programme across the school ● PD 3.4 To improve the extracurricular offer ensuring that the offer allows children to develop interests and talents and links to the curriculum,
EYFS (Early Years Foundation Stage)	<ul style="list-style-type: none"> ● EY5.1 To develop the inside and outside provision ensuring it provides high levels of engagement ● EY (Early Years) 5.2 To improve the quality of adult-child interactions ● EY 5.3 Assessments and observations - To ensure that EYFS staff use observations and assessments appropriately to plan for children's next steps in learning ● EY 5.4 To implement WELCOM to identify key areas for development in terms of communication. ● EY5.5 To ensure the intent and planning documents for EYFS are fully in place ● EY5.6 To ensure reading is prioritised and reading for pleasure is celebrated ● EY5.7 To ensure challenge and set aspirational targets for all children
Leadership and Management (including safeguarding)	<ul style="list-style-type: none"> ● LM4.1 - To further develop new to post senior leaders ensuring they have the skills and resources to successfully lead the school ● LM 4.2 To further develop subject Leaders ensuring that they can clearly articulate the intent of their subject and can support staff to implement the subjects effectively. ● LM 4.3 To improve communication and interaction with parents/carers

Key Areas from Last Inspection	Summary of Progress
<p>The curriculum is well planned but, especially in English and mathematics, there is some inconsistency in teachers' understanding of what pupils can already do. Leaders should continue to help all teaching and non-teaching staff to assess the knowledge, understanding and skills that pupils bring from their previous learning so that they can help pupils to move on more quickly.</p> <p>Leaders are doing commendable work in building relationships with families, leading to reduced exclusions and increased attendance. Some of these strategies have been introduced this academic year. Leaders should monitor their effectiveness and their impact</p>	<ul style="list-style-type: none"> ● The curriculum was developed further between 2020 and March 2023 under the leadership team in post. ● It has been further reviewed by the current Leadership Team between March 2023 and July 2024. Since March 2023, all subject areas have undergone a review of curriculum intent. This was supported by Senior Leaders, specialists in curriculum design from schools in the trust who have strong curriculums. ● The curriculum sequence has also been carefully reviewed. ● There are now clear planning documents outlining the subject overview of intent, key concepts, long-term plans, medium-term plans, assessment progressional documents and clear non-negotiables. Staff use these plans to implement learning ● Teachers have had support to develop their skills as subject leaders and now have a clear understanding of the strengths and weakness of their subject areas. They champion their subjects and support other staff in their planning and delivery of the subject. ● Both teachers and support staff have had training in relation to the adapted curriculum and are clear about the learning that should be taught to each year's groups. ● Outcomes for children are improving but there are some gaps in learning as the curriculum has been through a process of change. Teachers are aware of this and use pre teaching, retrieval and catch up to support this. ● A 'Chesterton Teaching and Learning Toolkit' has been introduced (since March 2024) across the school which carefully outlines the required teaching pedagogy for effective implementation of the curriculum. There is an ongoing training programme to ensure the pedagogy is well understood and implemented effectively by all staff. This also helps to close gaps and ensure that pupils are not revisiting content that they can already do. ● Exclusions and suspensions have improved and there is a clear behaviour policy in place which has supported this. Incidents of poor behavior are now rare. ● Attendance is in line with national expectations (94%). There are clear policies and procedures that are well embedded.

School Summary	Areas of Development
Quality of Education	Low Good
<ul style="list-style-type: none"> • The Quality of Education can be graded as a (low)Good because the change to the curriculum is in the second year of being delivered and the Senior Leadership Team are fairly new to post and working hard to ensure consistency across all subject areas and all year groups. • Our curriculum ethos model outlines core 'curriculum branches (Meaningful Learning, Active Citizens, Global Awareness, Life Skills, Nurture and Wellbeing) on which both our curriculum and our school ethos is designed. • The curriculum is sequentially and coherently planned in all subject areas and intent documents are understood by all teaching staff. The curriculum is implemented as prescribed by the curriculum intent documents • Curriculum plans are well structured and set out in a way that builds on prior learning of key concepts. These are well-considered plans for how subjects and pupils are taught, built on what pupils already know and can do. Key concepts are built upon sequentially. They ensure high expectations whilst supporting the teacher's workload. As a result, pupils are improving achievement, but some gaps in learning need addressing. • Our long-term and medium-term curriculum planning is structured to ensure a progression of a broad range of knowledge and skills from EYFS to Year 6. Outcomes in all subjects demonstrate age-appropriate opportunities to make links between prior and new learning and apply this in different contexts. • Our subject leaders review the curriculum's content yearly, listening to teacher survey outcomes and the monitoring cycle. This is supported by an Associate Assistant Headteacher responsible for Curriculum who works with the school once a week. • The curriculum's impact can now be seen in the outcomes in terms of pupil attainment and progress and the work they produce in books, etc. Although the children do have gaps in learning from a period of time in the school a few years ago where the curriculum was not as stable. • Teachers use a developing range of pedagogical skills (Teaching and Learning Toolkit) to deliver the curriculum intent which are best suited to the subject, age, ability demographics etc. of the school • Where the teaching is strong, staff have high expectations of what pupils can achieve, and pupils are supported if they are at risk of falling behind or have additional needs. • Where the teaching is strong, achievement across the wider curriculum demonstrates a high quality of provision and achievement across subjects with links made between different areas of learning, such as science and mathematics and topic areas such as the Vikings and the Anglo Saxons. • Pupils take pride in their learning and the quality of well-presented outcomes is improving and where it is strong, there is evidence of independent application of key skills. • Where teaching is strong, in most classes, teachers give feedback using specific targets, incisive questioning and high-quality marking to provide good opportunities for pupils to make next step improvement. • Pupils show enthusiasm for learning and can articulate how teachers help them improve. • Where teaching is strong, in most classes, formative assessments in reading, writing and mathematics and other curriculum subjects are used to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils and an opportunity to discuss the impact of teaching on pupil performance and challenges where needed. 	<ul style="list-style-type: none"> • QE1.1 To further improve reading outcomes for all pupils across Chesterton ensuring even more children meet expected/greater depth levels • QE 1.2 To further improve writing outcomes for all pupils across Chesterton ensuring even more children meet expected/greater depth levels • QE 1.3 To further improve Phonics and Spelling outcomes for all pupils across the school ensuring even more children meet expected/greater depth levels • QE 1.4 To further improve Maths outcomes for all pupils across the school ensuring even more children meet expected/greater depth levels • QE 1.5 To further improve outcomes in Foundation subjects and Science for all pupils across the school • QE 1.6 To further develop strong teaching pedagogy and embed the Chesterton Teaching and Learning Essential Toolkit and Lesson Framework • QE 1.7 To ensure summative assessments are robust across all subjects and year groups • QE 1.8 To strengthen pedagogical SEND (Special Educational Needs and Disabilities) adaptations to ensure all pupils engage actively with the learning process. • QE 1.9 To develop the skills and knowledge of Teaching Assistants so they have an active and impactful role in assisting the teacher • QE1.10 To ensure even more children achieve at least expected/greater depth standards across the curriculum

<ul style="list-style-type: none"> • Teachers demonstrate ambition for their pupils and the ongoing use of questioning, vocabulary building, and application are features of our agreed pedagogy. • SEND is well led and managed across the schools and SEND children study the full curriculum. Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. • Those children with additional needs are assessed and staff resources are deployed to support pupils, particularly those with SEND and disadvantaged pupils. Adaptive teaching is a developing strength of the school and inclusion for all is well considered. Adaptive teaching ensures all SEND pupils have full access to the curriculum • There are many examples of inclusive practice for SEND pupils in all year groups across the schools. Timetabling of interventions is carefully considered and reviewed regularly to ensure children are not missing the first quality teaching of whole units of work in foundation subjects. IEPs are working documents which are regularly reviewed and updated. • Key data points each year are used to inform supportive pupil progress meetings with teachers during which support for pupils who need to catch up or require additional support and resources are agreed. • Each child is discussed, and each child's next steps are planned for. Phase and School moderation takes place as well as moderation with other Trust schools • Reading is a growing strength of the school. Pupils make solid progress in reading and historically they consistently achieve in line and sometimes above national averages at the end of KS2 (Key Stage 2) • There is now an effective provision from Early Years onwards to the teaching of reading across the school. Pupils can articulate a good comprehension of the texts they read. • The lowest 20% of readers receive additional support including precision teaching, ELS interventions and daily 1:1 reading. Reading is high profile, and books are celebrated through home reading, reading for pleasure and a systematic approach to diverse text exposure. Tracking systems ensure that children read regularly both at school and at home and pupils who are falling behind have a comprehensive catch-up programme. • Synthetic phonics is taught systematically using Essential Letters and Sounds (ELS) and, since its introduction in 2023, pupils are now making even better progress. Pupils read books matched to their phonetic understanding thus ensuring rapid progress. • The mathematics curriculum has undergone a full review, and it is now implemented with rigor and fidelity. The curriculum builds on an emphasis on number and key knowledge in the earlier years, progressing to applied problem solving in a range of contexts as pupils develop knowledge. Pupils are challenged and achieve increasingly high standards. 	
<p>Behaviour and Attitudes -</p>	<p>GOOD</p>
<ul style="list-style-type: none"> • Safeguarding is a strength of the school as described in December 2023 external Safeguarding Review • Behaviour, mental health, and well-being is also a strength of the school. • Behaviour in lessons is positive and pupils want to learn • The school has high expectations for learners' behaviour and conduct. The behaviour of children at the school is a strength. There is sometimes some low-level disruption in classes where the teaching is slightly weaker and where the curriculum is not implemented consistently. • A new behaviour positive management policy has been adopted since September 2023. There are school rules with a clear rewards and sanctions system in place which is known by all staff. School staff apply these expectations consistently and fairly. This is reflected in children's behaviour and conduct. 	<ul style="list-style-type: none"> • BA2.1 To improve school attendance particularly for pupil premium and SEND pupils. • BA 2.2 To create a learning culture where all pupils actively engage with learning all the time • BA 2.3 To ensure there are robust systems for supporting children with SEMH/ASD to reduce Part Time Timetables and Exclusions for this small minority of children

<ul style="list-style-type: none"> The school utilises all resources available to them to support children with behavioural needs. This includes Behaviour Reward points, IEPS, 1:1/i1:2 support as required, social stores/visual timetables/now and next boards, brain breaks etc, reduced timetables (limited timescale), personalised curriculum Children's learning behaviour is developing alongside the development of teaching and learning pedagogy and the implementation of an improved curriculum. There is still some work to further embed strong learning behaviour for all pupils. However, where the teaching is strong and curriculum intent is implemented as described, children have incredibly positive attitudes towards their learning. There is a clear anti bullying policy linked to the behaviour policy. Incidents of bullying are low. Children can articulate what to do if they or a friend is being bullied. Children say that staff manage any incidents of bullying swiftly and appropriately. Children are clear that there are No Outsiders at their schools and can articulate his well to staff and each other. The is a part time Pastoral Support Worker who supports staff to manage challenging behaviour from children with needs Referrals to outside agencies such as CAMHS/GP/Cambridge Education Services/Social Care/CAF support parents and school to provide the correct support for those children who fall outside of the behaviour policy. Attendance monitoring processes are in place and are rigorously adhered to at the school. As a result, Attendance is in line or above national averages. First Day calling takes place and there are rigorous processes for addressing this which has led to a further improvement in attendance. Persistent Absence is closely monitored and is below national average. Suspensions fluctuate depending on individual children's behavioural needs but have mainly been stable through 2023-2024. The school operates an internal suspension programme so the child can remain in school to be educated. The school records and monitors exclusions Relationships between pupils are strong. Relationships between staff are strong and professional in nature. Relationships between pupils and staff are strong and children and staff enjoy each other's company. Appropriate use of technology policies is in place and adhered to and all staff undertake cyber and online training. All staff are aware of Whistleblowing procedures. 	
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Personal Development	Low Good
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<ul style="list-style-type: none"> Children are well mannered, kind, and courteous. There is mutual respect between pupils and staff. Relationships are positive. Children enjoy the company of adults and vice versa. The Safeguarding Review December 2024 noted that there is a strong pastoral support across all phases of the school. The Head of School is accountable for Inclusion, Pastoral and Safeguarding. In addition The Assistant Headteacher and Family Support practitioner provide above and beyond pastoral care for children, staff, and families at both schools. Their work includes signposting to other agencies, a listening ear, safeguarding children, direct interventions such as THRIVE The school provides through the curriculum and as part of the enrichment programme an increasing range of SMCS and cultural development opportunities. These are now carefully planned within the curriculum and mapped across phases and year groups SEMH opportunities have developed further alongside the recent curriculum developments. An enrichment road map is being developed to capture this. Part of this curriculum includes learning about accepting and celebrating the rich diversity in our world and respecting each other's race, religion, gender identity, age, disability, sexual orientation, and gender. We celebrate all our children and their families without discrimination in doing so we believe that our community will be happier and more successful. This has been further developed through the No Outsiders agenda. The school recently introduced No Outsiders programme which addresses equality and diversity. The ethos is understood and implemented by all pupils and staff but further work to engage parents and the wider community is ongoing. Chesterton is in the process of developing a stronger extracurricular programme which will be available to all students. Currently extracurricular activities include sports clubs, music (iRock) and art clubs There is a strong ethos of developing leaders of the future. There are several different programmes that address this area such as No Outsiders, Mental Health Ambassadors, and some school leadership responsibilities. These work in isolation to each other and although there is some impact, this could be better if they were brought in line and delivered consistently as one cogent programme The curriculum intent ensures British Values are explored and this is further developed through leadership responsibilities such as the School Council and through assemblies. PSHE/RSE programme in place which includes how to keep safe online, how to develop and maintain health relationships, reasons for 	<ul style="list-style-type: none"> PD 3.1 Further develop and embed the ethos and culture of the school PD 3.2 To celebrate Chesterton's inclusive ethos through the introduction of a Chesterton No Outsiders programme PD 3.3 To further develop the leadership Opportunities programme across the school PD 3.4 To improve the extracurricular off ensuring that the offer allows children to develop interests and talents and links to the curriculum,
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<p>healthy diets and healthy lifestyles, etc.</p>	
<p>Leadership and Management (including Safeguarding)</p>	<p>Good</p>
<ul style="list-style-type: none"> • Senior Leaders and Subject Leaders are enthusiastic and have the skills and knowledge to be effective leaders under strong strategic guidance and modelling. With support from the Executive Headteacher and newly appointed Head of School, the school is now focused on the correct priorities with the correct next step actions in place. • From June 2023, there has been additional support from the Trust via School Improvement Advisor (and now Executive Headteacher) and the Trust Education Team. This is because previously, during the lockdown period, Senior Leaders left the school or were on maternity leave. Since January 2024, the Senior Leadership Team is now stable and effective. • A staffing restructure further strengthened leadership across the school and ensured that the business needs of the school are met both in terms of school improvement, pupil outcomes and financial budgeting limitations. There is also an Associate Assistant Headteacher from the Trust working at the school once a week to strengthen curriculum implementation. • The main focus of the work of the School Improvement Advisor/Executive Headteacher has been in relation to stabilising leadership to enable the curriculum to be implemented effectively through the use of appropriate pedagogy ensuing, re senior leaders have the knowledge and skills themselves to provide the required support and challenge for subject leaders senior ensuring leaders are clear as to what the most pressing issues are and in what order they should be tackled. Strategies and actions are linked and are articulated clearly. • The Senior Leadership team now has a clear view of the strengths and next steps for both schools. The QE and L&M sections in the SEF for school is accurate. The SDPs for the school set out the right actions that will drive school improvement. • This has been further strengthened through the appointed of an Assistant Headteacher and TLR post holders for Maths and Literacy who together with the Head of School and Executive Headteacher form the school Leadership Team. As a result, senior leaders understand how to build and teach an effective curriculum. • With the further addition of the Associate Assistant Headteacher for curriculum, the school has been able to support the many subject leaders who are new to the role and ensure they have sufficient training to know how to carry out their roles and responsibilities effectively. The school has also been able to support and challenge subject leaders as they strengthen the quality of education that pupils receive in both schools. In addition, this has also ensured subject leaders can articulate their curriculum areas with confidence and conviction and enable them to ensure quality assurance at a subject level is rigorous enough and is carried out in a systematic and organised manner. • The Governing body is a mix of new and experienced governors. Governors' attendance at meetings is good. They are keen to support the school in their next stage of development. Governors fulfil their statutory duty such as monitoring the SCR (Single Central Record) and ensuring safer recruitment processes are adhered to. Governors regularly make visits to the school to triangulate information they are told at Governors meetings and in Headteacher Reports. • There is a new (January 2024) established and regular CPD (Continuing Professional Development) each week for teaching staff which focuses directly on the focus areas from the School Improvement plan • The SDP highlights further action needed to improve the pedagogy of staff across the school. • All staff have access to CPD on National College • Staff have been enrolled on various NPQs (National Professional Qualification) to further improvement their leadership and teaching skills • All learners across the school engage fully in the programmes of study which are adapted as required to ensure each child is in receipt of their entitlement to high quality education. • The Trust Exclusion and Suspension policy and government requirements are adhered to. There is a rigorous tracking and monitoring system. • Where part-time timetables are in place they are reviewed weekly. 	<ul style="list-style-type: none"> • LM4.1 - To further develop new to post senior leaders ensuring they have the skills and resources to successfully lead the school • LM 4.2 To further develop subject Leaders ensuring that they can clearly articulate the intent of their subject and can support staff to implement the subjects effectively. • LM 4.3 To improve communication and interaction with parents/carers

<ul style="list-style-type: none"> • Attendance is monitored and reported to Governors. • A whole Trust survey has been used to analyse staff perceptions of workload • Staff meetings are carefully planned to deliver key CPD with reduced impact on long working days. • Staff receive their entitlement to PPA (Planning, Preparation and Assessment) and thus year have additional 18-21 hours to use for training or subject leader preparation's • Additional management time is provided for those staff members who have additional responsibilities or who are implementing a significant area of the school development plan or a project. • The school has a wellbeing service that staff have free access which also extends to use for their immediate families • Open door policy at the school allows for direct and regular conversations between all staff and senior leaders • Regular social events are organised for team building purposes and to allow for 'down time.' • The Trust has a well published Whistleblowing policy which is regularly referred to in staff training and safeguarding training. • The Trust has a bullying and harassment policy. There have been no reports in the last 5 years of bullying or harassment in the workplace • The No Outsiders programme applies to all staff and is embedded within the culture of the school • Safeguarding Is a strength of the school. The SCR is compliant with staff in receipt of training and checks as appropriate for their role A recent external Safeguarding Review in December 2023 awarded the school the Platinum for safeguarding. It noted the many strengths in safeguarding policies, procedures as well as the safeguarding culture across the trust. • Rigorous checks are made for any person working with children at the school. Safer Recruitment processes are fully in place and the SCR is regularly audited by the Headteacher, School Business Manager and Governor responsible for Safeguarding. 	
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Quality of Education in the Early Years	Low Good
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<ul style="list-style-type: none"> • There is one EYFS class and this is a Reception class. • The EYFS has undergone some significant changes to staffing over the last 3 years due to maternity. • Since April 2024, there is an experienced EYFS Lead who is the class teacher appointed to the class. She is also the Assistant Headteacher for the school. She has extensive knowledge and experience in working in EYFS including securing rapid improvements and string outcomes for pupils. She has a strong understanding of the EYFS curriculum and how it is best delivered. • Working alongside the Head of School and the Trust EYFS Lead, the EYFS Lead has been able to clearly identify the next steps required for further development of the curriculum and EYFS provision. There is a clear action plan in place to address areas for development. • The curriculum that children are taught in early years prepares them sufficiently to be ready for Year 1 and there is ongoing development to ensure the children are at the expected points. The Teacher adapts planning based on what children currently know and builds on this. • There is a clearly defined intent for the EYFS to ensure all children are in receipt of the intended curriculum. This is recorded through a range of clear planning documents and is understood by both the teacher and the teaching assistants supporting in the class. • Now that the teaching is strong, the implementation from the intent documents is strong and this will be reflected in the progress the children are making. It is anticipated GDS will be 80% at the end of 2025. • Children are in receipt of adult led and child-initiated learning experiences which are identified through the use of observations and assessments. Practitioners use Development Matters to ensure the next step planning matches individual next steps in learning • Adult Led sessions are stronger and the quality of delivery is better than the continuous provision • The indoor continuous provision has been planned carefully and the indoor environment has significantly improved as a result of feedback, reviews, and reflection. The classroom environments and classroom practice meet the needs of all learners, and it is of the utmost highest quality. • The skill level of other practitioners working in the Reception class is vastly improved which now supports high quality interactions with the children, but there is further training and development required. 	<ul style="list-style-type: none"> • EY5.1 To develop the inside and outside provision ensuring it provides high levels of engagement • EY (Early Years) 5.2 To improve the quality of adult-child interactions • EY 5.3 Assessments and observations - To ensure that EYFS staff use observations and assessments appropriately to plan for children's next steps in learning • EY 5.4 To implement WELCOM to identify key areas for development in terms of communication. • EY5.5 To ensure the intent and planning documents for EYFS are fully in place • EY5.6 To ensure reading is prioritised and reading for pleasure is celebrated • EY5.7 To ensure challenge and set aspirational targets for all children
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<ul style="list-style-type: none"> • Support practitioners are now more confident in using observations and assessments in order to target children’s developmental next steps, but again further training is still required. • Now teaching is strong, feedback using specific targets, incisive questioning and high-quality marking takes place to provide good opportunities for pupils to make next step improvement. • Pupils show an enthusiasm for learning and can articulate how teachers help them to improve. • The Teacher demonstrates a high level of ambition for her pupils and the ongoing use of questioning, vocabulary building, and application are features of our agreed pedagogy. • Children demonstrate independent learning behaviours and are keen to take part because of the clear structures in daily practice. • Children are able to demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour this needs further embedding through a consistent behaviour policy across both schools • Children are encouraged to explore feeling and discuss this using restorative talk in line with the whole school policy • The Teacher uses a growing range of retrieval practice and other teacher pedagogy effectively to help pupils remember long term the content they are taught. They regularly review and retrieve learning from the last lesson, the previous day, week, month, half term, year etc • Subject leaders are in the initial stages of developing their subjects to include EYFS starting points and using the EYFS expertise to support their development of this • The EYFS Lead has identified her development of adult interactions (support staff), and questioning is needed to develop communication and language skills. There is a planned programme of training supported by the Trust and using Early Excellence to provide this. • The EYFS Lead has identified the need for additional support for vocabulary and communication. This has included the use of the WELLCOM programme. • Phonic sessions in Reception are taught extremely well, with opportunities for pupils to practise and apply their phonic knowledge. • A new Phonics scheme was implemented in September 2023, and it is taught with rigour and fidelity from the very start if the Autumn term. All teaching staff, including teaching assistants, who will deliver the phonics programme, will receive training and receive on going coaching from the Phonics Lead • Reading is a key priority of the school and children in Reception receive reading books in line with the phonics scheme from the very start of the Autumn term. Weekly reading sessions for all pupils take place. There are book areas in all EYFS settings both indoors and outdoors which promote a love of reading • Children are in receipt of story time at least once a day and generally more. The texts are of high quality and form part of the core literacy spine used across the school. • The Reception children follow the new approach to Reading as set out by the Literacy Lead. There is greater consistency, and the teaching of reading is now stronger than previously. • Reception pupils with SEND are identified early and supported well. The EYFS curriculum has been designed to meet the needs of all learners. They SEND children study the full curriculum. There are many examples of inclusive practice for SEND pupils in all year groups across the school. • The whole school Maths curriculum and the Calculation Policy is now reflective of EYFS. The EYFS Lead and the Maths lead work together to ensure the Maths curriculum is strong in EYFS settings. • The EYFS Lead has identified that there is a need to update some of the resources and check that they correctly meet the intended curriculum • The current environment caters for all areas of the EYFS curriculum and on the whole, the EYFS curriculum can support the delivery of the EYFS intended curriculum. 	
<p>Overall Effectiveness</p>	<p>GOOD</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Due to the limitations of how the curriculum was taught, some pupils have gaps where they have not retained previous knowledge. This makes it harder

for them to deepen their knowledge when introduced to new learning. The school needs to ensure that long-term teaching ensures that all pupils have deeper understanding of what they are taught, so that even more pupils meet or exceed expected standards across all subjects

- Due to the limitations of previous leadership, subject leadership would benefit from work to further strengthen the monitoring process. This is in place through the additional Assistant Headteacher for Curriculum.
- Due to the limitations of previous leadership, programmes such as No Outsiders, Leadership Programme and a wide extra-curricular offer need more time to be fully developed.
- Communication with parents is challenging at Chesterton with some wanting to know everything and nothing. Achieving the correct balance so that there is a strong trusting partnership between home and school needs further development.