

The staff and governors at Eastry Primary School are determined for this to be the best school possible for our children. Since our last Ofsted staff have worked tirelessly to continue to develop the school for the children. The table below summarises some of the changes implemented.

Key areas of improvement:	Steps taken since inspection	Next steps
Curriculum design and sequence to ensure progression in skills and knowledge	<ul style="list-style-type: none"> <li>• New long-term plans for the whole school</li> <li>• Topics and lessons are question led, children learn through enquiry</li> <li>• Texts are matched to the topics</li> <li>• Hooks inspire children to learn</li> <li>• Whole school inspire days are targeted at the needs of Eastry children</li> </ul>	<ul style="list-style-type: none"> <li>• Eastry passport-experiences we want children to have in each year group</li> <li>• Forest school embedded in every year group</li> </ul>
Consistency in approaches	<ul style="list-style-type: none"> <li>• New policies created with all stakeholders and implemented by all</li> <li>• Mainstream core standards embedded across the school</li> <li>• New staff inducted and their fresh ideas taken on board</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews in staff meetings, governor meetings.</li> <li>• Consider children and parent feedback in reviews</li> </ul>
Effective teaching of phonics that is progressive	<ul style="list-style-type: none"> <li>• Teaching staff all trained in 'Read, Write Inc'</li> <li>• High quality sequential phonics</li> <li>• 'Read Write Inc' intervention to support pupil catch up</li> <li>• Support from the Department of Education English Hub for phonics leader to monitor progression of all children</li> </ul>	<ul style="list-style-type: none"> <li>• Refine programmes for children who struggle to learn to read through phonics.</li> </ul>
Maths teaching ensures there are no gaps in children's learning	<ul style="list-style-type: none"> <li>• New maths leader has ensured an effective long-term plan in place</li> <li>• New calculation policy, shared with staff, children and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase parent's confidence in supporting their child with Maths</li> </ul>

	<ul style="list-style-type: none"> <li>• White Rose supports the small pedagogical steps in learning so children learn step by step.</li> <li>• Chilli challenges in maths support the children of different abilities, providing choice and autonomy for the children</li> </ul>	
Develop EYFS to ensure children have the best start to school	<ul style="list-style-type: none"> <li>• New reception team</li> <li>• The learning environment has been designed to support independent learning and promote learning through play</li> <li>• Thoughtful adaptations to the learning environment responding to the children's needs</li> <li>• Induction policy for all new starters including EYFS to help transition into school</li> <li>• Planning reconsidered to respond to children's needs and next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of the outdoor area</li> </ul>
Behaviour of pupils	<ul style="list-style-type: none"> <li>• Development of a consistent behaviour policy, taking feedback from children and staff. We always look for the positive to praise</li> <li>• Nurture group introduced to support vulnerable learners</li> <li>• High expectations shared by all staff</li> <li>• Curriculum engages children and they want to learn</li> <li>• Successes are celebrated in weekly worships and communicated with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Support for children in developing their resilience</li> </ul>

