

# Self Evaluation Report

**Agreed**

**St Peter's CofE Academy, Chippenham**

URN: 141274

## School Context

St. Peter's Academy is an average sized primary school (7 classes with 194 pupils) serving the community on the west side of Chippenham town. We serve a mixed catchment area of Chippenham with both owner occupied and social housing. We currently have the following notable demographic information about our children:

- Children who are SEND is 24.9% and is significantly above national average (18.4%).
- Children with an EHCP is 11.3% and is significantly above national average (4.8%).
- The current Year 5 cohort have 23% of children with an EHCP and 40% of children on the SEND register.
- Children in receipt of Pupil Premium is 18.8%.
- Children who have English as an additional language (EAL) is 8.1% and significantly below national average. However, this has increased significantly this academic year.
- The largest ethnic group is White British: 72.2%

Children start school in Early Years at a level that is 'Broadly Typical' for their age. On entry data for EYFS cohorts varies from year to year, however we consistently have a high number of children from the local pre-school and a high number of siblings. Due to our strong links and accessibility to the school site, these children are often orally confident and keen to start school. On-entry baseline confirms that pupils join our school confident in Communication and Language but weaker in Physical Development. Some children struggle with fine motor skills which impacts their ability to access our writing curriculum as the year develops. We, therefore structure our early morning soft start with 'Funky Fingers' activities designed to develop hand strength, dexterity and co-ordination. This, alongside daily Dough Disco has had notable impact and has meant children, especially boys, are more ready for formally recording their learning. In line with our SEND profile, Personal, Social and Emotional development is another area that is challenging for some of our youngest children, particularly sharing and emotional regulation. Staff model calm, consistent behaviours and narrate the emotional situations through Emotion Coaching sentence stems and circle time discussions. We explicitly teach turn taking, sharing and respect through our focus on relentless routines and school rules.

We have strong links with the adjoined St. Peter's Church. The school was judged to be 'Good' in its SIAMS inspection in January 2023 and standards has been maintained. The inspection report stated: *'St Peter's is a happy and welcoming school with a compelling and distinctive Christian vision. Leaders at all levels have worked hard to develop this inclusive vision that is firmly rooted in the Bible and the symbols associated with St Peter.'* Our school vision ('Giving children the keys to unlock their future') is built around St Peter's keys which we have articulated as Strong Values, Inspiring Learning, Positive Behaviour and Nurturing Relationships. This is how our values work in practice:

**Strong values** – we promote caring, sharing, forgiveness, respect and questioning. In addition every term we have a focus worship 'Value for life', so that children leave St Peter's with our values instilled and ready for their next phase of education.

**Inspiring Learning** – we are determined that all children achieve well from their individual starting points and access a wide range of educational experiences. Our curriculum and lessons are designed to inspire, motivate and engage learners.

**Positive Behaviour** – our school rules of 'Ready, Respectful, Safe' are known and understood across the school and can be applied to all aspects of school life. Children are taught have to be responsible, conscientious members of our school, able to contribute positively to the school and wider community.

**Nurturing Relationships** – we know our children really well and provide a caring and supportive environment for them at school. We encourage and nurture positive relationships between each other across the school. Our provision for pastoral support is strong and we are relentless in our commitment to support our children's social, emotional and mental health needs.

The school was part of the Diocese of Bristol Academies Trust (DBAT) until December 2024. DBAT ceased to exist after becoming unsustainable as an organisation. After a re-brokering process, we have recently joined the Blue Kite Academy Trust (Jan 25). Although we have only been with the new Trust for a few months, we have already felt the benefit of this through the professional networks, support and challenge they provide.

St Peter's has been on a journey of improvement. The school was judged as 'Requires Improvement' in its OFSTED inspection in November 2022 with the following areas to improve identified. Staff at the school have worked hard to address these as priority improvements and have seen notable impact.

- Leaders have not yet identified the knowledge that they want pupils to learn in all subjects. Consequently, pupils are not able to build on what they already know. Leaders must identify the important knowledge and skills they expect pupils to learn so that, in all subjects, they consistently know and remember more over time.
- Leaders and teachers do not always identify when pupils have not learned what they need to know. As a result, some gaps in pupils' knowledge persist. Leaders must ensure that teachers check that pupils are successfully learning the curriculum as intended.
- Some leaders have not yet identified precisely what needs to improve in the area they are responsible for. As a result, action is not being taken to bring about change where it is needed. Leaders must ensure that there is an accurate overview of the effectiveness of their work, so that they can act swiftly on this information.

Actions taken:

Since the inspection the curriculum has been refined and rewritten to ensure sufficient detail to demonstrate ambition across different subjects. The curriculum is now sequenced and structured to build on prior teaching and learning. It breaks down learning objectives and details the knowledge and skills that the children will learn at different points. The use of knowledge organisers is embedded to ensure this happens. Knowledge organisers detail key concepts and subject specific vocabulary that children will learn throughout the unit. Monitoring since has shown that subject leaders and teachers use the plans and knowledge organisers to ensure that quality first teaching takes place. Progression is clear in books and the monitoring and evaluation cycle has supported continuous development in these areas.

Learning in each area is now clearly identified within all curriculum subjects. Subject leaders identify where gaps have historically occurred in pupils' knowledge and have acted on this, e.g. Y4 History in 2023/2024 covered Romans to cover a gap caused by mixed year groups and the rewritten curriculum. Pupil voice shows that many children are able to talk about previous learning (e.g. History and MFL monitoring March 2025) and can confidently share the key learning.

Formative assessment for specific foundation subjects takes place through a range of activities including 'thinking grids' to elicit known knowledge at the start of a new topic, with 3 questions linked to future learning and one concept question, these are then revisited at the end of the topic. Double page spreads and low stake quizzes are also used. The impact of this is that teachers have much more clarity on pupils' knowledge.

There is an established cycle of subject leader monitoring which informs leaders with strengths and also areas for further development. These are addressed by subsequent CPD meetings led by subject leaders, e.g. Art monitoring found that teachers needed more input on the progression of drawing skills. Following this, a CPD meeting was dedicated to this (Jan 25).

Pupil outcomes across the school are usually in line with national levels, despite our significantly above national levels of SEND. Our Y6 results in 2024 were below national averages due to a number of specific factors. This was due to a small cohort and a very high percentage of pupils with SEMH needs and EAL needs. Internal school progress and attainment monitoring shows that outcomes are on track to rise in 2025.

Children with additional needs are well supported by the SENCO and teaching teams across the school who ensure that the quality of provision is adapted to fully meet individual needs. The staff follow the APDR cycle and short-term targets are recorded and monitored regularly on the school paperwork (Communication passports, SEN Support Plans and EHCP passports). Parents are fully included in the plan and review processes.

Feedback from parents highlights that St Peter's is chosen because of its nurturing and caring nature. On-entry to St Peter's, many of the children arrive with unidentified complex and additional needs. Through the timely and effective leadership of our school SENCO and her ongoing engagement with families and professionals, the school is determined to secure the support children need, which often results in pupils being awarded an EHCP. This ensures the school secures the help needed for these pupils and is able to put appropriate support in place. As a result, our pupils with SEND make good progress from their starting points.

Our SENCO closely monitors the progress of SEND children through meetings with staff - these are documented robustly and precisely to track progress and highlight areas to improve and celebrate.

Daily, discrete phonics lessons, which start as soon as children are full time in school, support the children's early reading development to ensure all children make progress from their starting points. The systematic approach to the teaching of phonics is developed through explicit teaching, followed up by using decodable books matched to the child's current level of understanding. Results for ELG Reading in 2024 showed that 89% of children achieved the expected level of development at the end of Reception.

Formative assessment is tracked through Sonar's data system to identify gaps in children's learning. Data is discussed regularly to ensure pupils are making good progress and this consistent monitoring ensures that next steps for the children are quickly highlighted. Provision and planning is reviewed and early recognition of needs and further support is put into place for vulnerable learners promptly.

The school has wrap around care provision on site which includes before and after school childcare, these serve between 10-20 children each day. After school sports clubs and choir are also offered and take place on the school site weekly.

The school currently has three ECTs who are well supported by experienced mentors. They are all on track to achieve the teaching standards and the two who are approaching the end of their ECT period are already making a significant contribution to school improvement.

The school was led in 2023-2024 by 2 co-Headteachers, Mr Gordon Nunn and Mr Mark Everett who shared the Headteacher and Assistant Headteacher roles within the school. It is currently led by Mr Nunn as Headteacher with Mrs Tamsyn Wallis as Acting Assistant Headteacher, whilst we recruit a new Deputy Headteacher.

## Quality of Education

Our curriculum is carefully planned and designed to develop pupils' knowledge and skills so that they are provided with every opportunity to achieve, to make progress and reach the highest levels of attainment of which they are capable. This links with the school vision of 'Giving children the keys to unlock their future'. All pupils access a rich, broad and balanced curriculum and staff are highly ambitious for them irrespective of different starting points.

Typically, standards in core subjects at the end of KS2 are broadly in line with national averages. Specific factors affected the Reading and combined results in 2024; pen portraits and case studies explain the lower than expected outcomes. Maths and Writing for KS2 was broadly in line with national average. Writing was externally moderated and confirmed to be accurate.

Following 2023-24 outcomes, the school has continued to prioritise English, particularly Reading, for further school improvement. We brokered the support of an external consultant to further develop the whole school's Reading and Writing curriculum, defining end of unit outcomes, a rich reading spine, sequenced grammar progression and wider curriculum links. The structural three phase teaching sequence has been embedded - text immersion, skills practice and opportunities for independent writing. In addition to this, each class teaches Reading discretely with an increased focus on building and assessing reading fluency. There is a clear structure in KS2 to teaching Reading, using VIPERS as its basis.

The most recent monitoring by the external consultant confirmed that units of work were well structured with clear success criteria and progression. As a result, in our mock SATs for 2025, 78% of Y6 children are on track to achieve the expected standard in Reading.

In Maths, White Rose materials are used through the school to support mapping, ensuring pupils access an appropriately pitched curriculum. This ensures that previous learning is built upon within lessons, underpinned through concrete, pictorial and abstract opportunities. Children demonstrate a depth of understanding through questions presented in different ways, allowing them to share reasoned responses, justify their answers and demonstrate clear conceptual understanding.

Our school prioritises reading to allow pupils to access the full curriculum offer. A consistent systematic approach to the teaching of phonics is used to develop children's early reading skills, which are practised using decodable books matched to their current level of understanding. Twinkl phonics has been used as the phonics scheme since September 2022. Results in phonics screening for 2024 showed that 64% of children achieved the expected standard which was in line with the cohort's GLD at the end of Reception. Despite this, leaders remain highly ambitious for children's attainment and are determined that outcomes for children improve. Children's phonic and reading knowledge is assessed regularly, enabling timely and appropriate action to be taken, ensuring children receive additional support. In EYFS ongoing formative assessment identifies children who need daily practice. Leaders are relentless in their focus on phonics and early reading and are determined that every child becomes a reader. The current Y1 cohort are on track to have improved outcomes.

We have proactively accessed support from the Ramsbury English Hub, have completed a full audit of current provision and are now working to implement a new phonics scheme. It is our intention to continue accessing the REH specialist support as part of their Partner School programme during 2025/26.

The wider curriculum has been planned carefully and systematically to provide a broad and balanced curriculum that is coherently planned and sequenced providing opportunities for personal and academic development. New learning builds on prior teaching and learning. Long term curriculum planning breaks down learning objectives and details the knowledge and skills that the children will learn at different points. The use of knowledge organisers is embedded to ensure this happens.

Monitoring confirms that subject leaders and teachers use the plans and knowledge organisers to ensure that quality teaching takes place. Progression is clear in books and recent pupil voice confirms that children enjoy the curriculum and are able to recall prior learning. The monitoring and evaluation cycle has supported continuous development in foundation subjects. CPD is currently in place to support curriculum leaders in further refining practice in their areas of responsibility.

As a church school, RE is taught as a core subject. It is taught carefully and consistently using a carefully sequenced curriculum. As a result of this pupils show a developing knowledge of world religions and world views. SIAMS noted that pupils 'delight in explaining their ideas about the world and they listen sensitively to the ideas of others. Teachers are confident in the way they present key ideas and pupils are encouraged to discuss them and use their knowledge to support or challenge these in debate. Pupils with SEND succeed because teachers think carefully about what the most important thing is they need to know and remember. Teachers use a thorough assessment system to identify where pupils have knowledge and skills and this is used to plan for the next steps in learning.'

When assessing children, teachers use a variety of formative and summative techniques. In Key Stage 2, NFER tests are used to measure attainment and identify gaps in learning. The school has just started using Sonar to track progress in all year groups, with data regularly updated. Pupil progress meetings are held to examine tailored provision for disadvantaged and SEND children with detailed notes made.

Areas for Development:

- Further improve Reading and Phonics outcomes through the implementation of a new phonics scheme supported by high quality professional development supported by phonics specialists from the Ramsbury English Hub.
- A greater level of critical reflection on each phase of lessons, ensuring that assigned tasks explicitly support key learning objectives and provide opportunities for children to practice and reinforce essential concepts.

## Behaviour and Attitudes

St Peter's Academy provides a calm, supportive and caring environment where our school vision, 5 core values and 3 school rules underpin everything we do. Our school's vision, 'Giving children the keys to unlock their future.' and its Christian foundation is fundamental to our whole school ethos.

The school has adopted the Pivotal approach with its focus on 3 simple rules (Ready, Respectful, Safe). This is demonstrated through relentless routines and calm, kind, consistent adult behaviour. We revisit these rules and their meaning regularly which is effective in supporting our ECTs and new staff in reinforcing consistent expectations. The school has a calm and purposeful environment and visiting adults often comment on the friendly, relaxed atmosphere. Ofsted (2022) commented that 'pupils behave well and enjoy learning' and this continues to be the case.

Following staff training, staff have a good understanding of the effect of early childhood trauma, attachment theory and nurture principles. We follow a trauma-informed approach and understand behaviour as a form of communication. As a result, the school provides a supportive and nurturing environment for all pupils and especially our SEND pupils. This has been acknowledged and praised by outside agencies supporting the school.

Pupil voice (survey in 2024) confirms that children feel safe in school. They value the role of the adults in school and the contribution adults make to keeping children safe. Relationships between children and between children and staff are positive and respectful and create a peaceful and inclusive environment where everyone is valued and respected. Incidents of bullying and intolerance are very rare; the majority of pupils can manage their own emotions and behaviour well.

Bullying is not tolerated at St Peter's. There are very few incidents of persistent and targeted bullying, which are dealt with robustly and in a timely manner when they do occur. A primary focus after incidents is on restorative action with support for victims and perpetrators and engagement with parents.

A small minority of pupils find it difficult to engage with their learning and receive support to make good choices. Where children need additional support, teachers work alongside each other and other professionals to provide a safe, structured learning environment in a consistent, and calm way. The Zones of Regulation are to support these pupils to understand and regulate their emotions. Risk assessments and de-escalation plans are in place where necessary. ELSAs work with children on dedicated programmes to support a variety of SEMH needs, we also use a Parent Support Adviser to support families.

Good outdoor provision, including play equipment, Young Leader training and staff training result in good behaviour at breaktimes/lunchtimes.

Fixed term suspensions are used only when essential and as appropriate. Internal exclusions are used rarely and as appropriate, with reintegration meetings supporting parents and making appropriate amendments to behaviour plans. In 2024/25 there have been five fixed-term suspensions (three of these for the same child over a short period of time) and no permanent exclusions.

Our overall school attendance is slightly above national average. The Headteacher is committed to ensuring that children attend school regularly. Attendance data is reviewed fortnightly to quickly identify attendance trends and act upon them. We follow the Trust graduated response for attendance, taking action as appropriate and in a timely manner.

When children are absent, reasons for absence are always immediately chased if the school has not been notified. Where concerns are more significant, the Headteacher will meet with parents to understand barriers to attendance and make plans going forward. The attendance of disadvantaged learners and children with SEND is below that for non-SEND and disadvantaged children, there is a clear reason for this with a very small number of children on reduced attendance for medical reasons so it is not a theme that runs through the school. The main theme for children with unauthorised absence is term time holidays. Where this is the case, the school will forward the case to the local authority to implement a fixed penalty notice. Reduced Education Plans have been used effectively for pupils with particular needs to support them back into full-time education this year.

The trust's Quality Assurance Review (Feb 2025) commented that 'children generally demonstrate positive conduct around the school. Within lessons, many children show strong engagement and positive attitudes towards their learning. In the most effective lessons, good behaviour for learning is sustained throughout all phases of the lesson, supported by well-structured delivery, appropriate pacing, and carefully considered pedagogical choices.'

School Development Priorities include:

- Ensuring all staff are aligned in their expectations and strategies in behaviour management to enable continued progress and consistency.

## Personal Development

In line with its Christian tradition, the school is a place of welcome and community where we seek to 'live well together'. Times of collective worship explore values with an emphasis on putting good values into practice to produce good character. As a result, the vast majority of pupils learn to make good choices, control their emotions and live well together.

The school has a strong pastoral team including two ELSA trained staff and a Parent Support Advisor. We also access support from the Oxford Mental Health Support Team. This team have a positive impact on helping children and families who require extra support to overcome personal challenges. The QAR in Feb 25 stated 'it was evident that personal development is a strong and embedded aspect of school life. There is a wealth of opportunities available to children, enriching their experiences beyond the classroom. These include The Nest, Quiet Club, Gardening Club, outdoor learning in the woodland area, Loki the therapy dog and chat and chill sessions. Each of these initiatives is thoughtfully designed to support children's well-being and development.'

Pupils enjoy coming to school and have positive relationships with staff. Parents and children tell us that they feel safe and valued – 90% of parents reported at the last survey (Oct 24) that their children felt safe and happy at school. A trauma informed approach underpins the school approach to inclusion. The staff have a good understanding of the effect of Adverse Childhood Experiences. Pupils are treated as individuals and every effort is made to restore friendships if things go wrong.

As pupils progress up the school they are increasingly expected to take responsibility for their own actions, e.g., through the use of 'I statements' if they have fallen out with their peers or have not followed the school rules and expectations. Pupils are also involved in school life through the School Council and Worship Council. Year 6 pupils are expected to be good role-models and help lead activities through the year. (e.g. charity events and talent shows)

The school curriculum provides a range of opportunities to promote spiritual, moral, social and cultural development. This is emergent through our school ethos, our inspiring curriculum and wider school life. Children have opportunities to participate in sports tournaments, as playground leaders, experiencing residential trip, school council debates, fundraising ideas and through engaging, thought provoking assemblies. The children learn about healthy lifestyles and have an age-appropriate understanding of healthy relationships as a result of a well-planned RSE and PSHE curriculum.

The school actively promotes British Values to prepare the children for life in Modern Britain. We embed the values of democracy, law, choice, mutual respect and tolerance through cross curriculum links, school rules and assemblies. We promote diversity and understanding through a wide range of books available in the library (supported by Governors).

How we promote British Values:

- **Democracy:** We have an elected school council where pupils' voices are heard, and they contribute their views through discussions and meetings.
- **Rule of Law:** Pupils are taught the importance of laws—how they govern and protect us, the responsibilities they entail, and the consequences of breaking them. Visits from authorities such as the Police and Fire Service reinforce this message.
- **Individual Liberty:** Pupils are supported to make informed choices and exercise their rights and personal freedoms safely, such as through our online safety lessons.
- **Mutual Respect:** Our positive behaviour policy encourages tolerance and respect. We embed these values across school life, fostering an environment where pupils treat each other with kindness and consideration.
- **Tolerance of different faiths and beliefs:** We provide opportunities for pupils to visit places of worship and welcome visitors from various faiths. Our local vicars lead worship regularly, strengthening our community links.

The school promotes high levels of activity and exercise and participation in sport. Pupils use the school running track every day as well as PE lessons. Children in Key Stage 2 also have the opportunity to have specialist swimming lessons. Aer school clubs provide a range of sports, with funded places for targeted children. The school also encourages all pupils to take part in competitive sports such as Football, Netball, Cross-Country and Tag Rugby tournaments. The PE coordinator works closely with teachers to promote opportunities for children at local secondary schools through our involvement in the Chippenham Sports Partnership. We have focused opportunities on particular groups of children, including girls and SEND pupils.

Area for Development:

- map the provision for personal development more comprehensively across the school to ensure that personal development opportunities available to children are clearly defined and consistently available and that all areas of their emotional, social and academic growth are effectively supported.

# Leadership and Management

Leaders are ambitious for all children who attend St Peter's irrespective of need or starting point. The school runs well on a day-to-day basis, as evidenced from parent surveys (October 2024) and staff surveys (March 2025). This leads to a calm, orderly environment which is conducive to good teaching and learning. Leaders are committed to improving the school and are well regarded by staff.

Leaders moved swiftly to address the areas for improvement highlighted in the Ofsted report in November 2022 and put clear actions in place which are having a positive impact on the quality of teaching and learning. When areas for further development have been identified or occur (e.g. in English leadership due to long-term absence), timely and specific improvement plans have been put in place.

Subject leaders have dedicated release time to complete subject monitoring followed by leading CPD for other teachers, this is planned in to lead to further professional development for all teachers to drive improvement in their teaching and pupils' learning. The whole school curriculum is reviewed and managed by subject leaders routinely as a result.

Feedback from our previous trust leaders (DBAT 2023 and 2024) and directors demonstrates the view that governors support, challenge and monitor the school well.

Whilst rare, when parents do raise concerns, leaders respond quickly and effectively. As a result, the formal complaint procedure is rarely needed. Parent feedback from the most recent survey was highly positive. This results in high levels of satisfaction from the wider community and a good reputation as evidenced in the parent survey.

The school leadership team has ensured that there is a strong culture of safeguarding throughout the school. External audits were carried out in October and November 2024 by Wiltshire Council and Sarah Turner Consulting. Following these, actions were identified to further strengthen the culture of safeguarding. The Wiltshire Council note of visit highlighted that staff are vigilant due to effective training. Actions from the audit have been completed with quality assurance by Blue Kite Trust.

Designated and Deputy Safeguarding leads are fully trained. An annual cycle of training is implemented, for senior staff this includes Level 3 safeguarding training and Prevent training. Trust led safeguarding and attendance network meetings ensure the Designated Safeguarding Lead is confident in this role. As a result, safeguarding is effective and children are appropriately safeguarded at St Peter's.

The school has regularly hosted trainee teachers on placement very successfully. These trainees report extremely positive experiences at the school, and over the past two years all of our trainees gained employment after their placements. In their feedback to their training providers, the trainees have been very complementary about their time at St Peter's and the welcome they had from all staff.

Areas for development:

- Induct ECTs into full subject leadership successfully.
- Continue to provide CPD for all subject leaders ensuring curriculum monitoring is sharply focused on further improving practice across the school.

## Early Years

A carefully organised transition programme for children starting school in EYFS is in place. The EYFS Lead visits local preschools and nurseries for up-to-date information and assessments, particularly for pupils identified with SEND. A strong timetable of summer induction visits and engagement with parents means that children are well supported on entry to the EYFS class.

This is continued in September with every family being offered a home visit with the teaching staff. This is essential in building key partnerships in supporting parents and establishing clear school expectations. The school continue this strong parental connection using the online platform, Tapestry. School and parents upload and share the children's learning, creating a full picture of the individual child.

Teaching staff in the EYFS class complete the formal Government Reception Baseline Assessment in conjunction with our own assessment of the children's attainment in all areas of the EYFS curriculum. We use the Development Matters statements to guide our initial observations. This information is used to effectively to inform provision which is carefully planned and tailored to the needs of the children. Progress is good and typically our end of EYFS results are broadly in-line with national averages – 64% (2023) and 72% (2024).

Our curriculum begins with a focus of the prime areas of the EYFS curriculum. We have designed the children's learning around topics, which are used to promote the children's knowledge and engage their interests. The topics are based around carefully chosen books and ensure there are opportunities throughout the day for children to listen and interact with stories. All EYFS staff share a love for reading and model this enthusiasm and passion to the children. In the Autumn term, Helicopter stories are used to inspire children's imaginations, encourage storytelling and performance of stories which is a precursor to story writing. The Poetry Basket is used alongside to encourage a rich use of language. Staff have high expectations of vocabulary and model their use to the children.

This is further developed with the Drawing Club approach to literacy sessions from Term 2 onwards. Drawing Club is an immersive adventure into the magic world of stories. Through sharing our joy in books, traditional tales and animations, Drawing Club encourages our children into acquiring a wide vocabulary and bringing their imaginations to life. Words and sentences are modelled by the teacher and children write at the cusp of their confidence, fully encouraged and supported by the class adults.

Staff are knowledgeable about teaching early mathematics. We focus on building strong understanding through hands on learning with real life play experiences. We use White Rose Maths as a basis for our curriculum and we adapted learning to suit the needs of our cohort. We recognise the importance of subitising and use simple tools like 10 frames to visualise numbers and understand relationships between numbers.

Staff are skilled in planning strong and effective cross-curricular links whilst ensuring a clear progression with specific skills and subject knowledge throughout the 7 areas of development. Teaching is responsive to in the moment gaps but maintains high expectations for all children. Tapestry is accessible to parents to see their child's learning and share any development from home.

Children have regular free-flow access to their dedicated outside area. Exploring time is essential in promoting young children's physical health and mental wellbeing. We believe that children flourish outdoors, with staff fostering their curiosity and interest in the natural world. The children also have access to the on-site wildlife area, further developing their confidence as they learn to explore their understanding of the world.

Following a changeover of staff in EYFS, the EYFS lead has worked hard to develop consistency among the new team members. The outcome of this can be seen in that routines are firmly established which ensure that children and staff are clear about what is expected of them.

Area for development:

- Review outdoor learning provision and update the facilities for the children (successful community grant from Tesco).