



### Kates Hill Primary School SEF

	Last OFSTED May 2014	School judgement Sept 2020	School judgement Jan 2020	School judgement April 2021	School Judgement July 2021	School Judgement Sept 2021
<b>Quality of Education</b>	Good	Requires improvement/Good	Requires improvement/Good	Requires improvement/Good	Requires Improvement/Good	Requires Improvement Good
<b>Behaviour and Attitudes</b>	Good	Good	Good	Good	Good	Good
<b>Personal Development</b>	Good	Good	Good	Good	Good/Outstanding	Good/Outstanding
<b>Leadership and Management</b>	Good	Good	Good	Good	Good	Good
<b>Quality of Early Years Provision</b>	Good	Requires improvement/ Good	Requires improvement/ Good	Requires improvement/Good	Requires Improvement/Good	Good



Please note – Although this SEF is an accurate reflection of our school, some of the areas outlined within this have been paused or the impact of them has been reduced due to the restrictions placed on schools as a result of coronavirus.

**Head of School: Kathryn HARVEY (appointed April 2017)**  
**Chair of Governors: Mike Searle/Claire Fellows**

**Date: September 2021**

Kates Hill Primary School is a larger than average primary school with currently 386 children on roll. The Dudley Area has a range of schools within it's locality. The vast majority of our pupils transfer locally to Dudley Academy Trust schools. Kates Hill converted to Learning Link Academy Trust on the 1<sup>st</sup> November 2017 and is now embarking on its second conversion scheduled for January 2022 to Dudley Academy Trust.

- Kates Hill Community Primary School is located on a large housing estate with most pupils coming from the St Thomas Ward area, where the vast majority of pupils are from Pakistani heritage.
- 25% of the school's population are economically inactive and the area surrounding contains the highest BME in Dudley at 29%.
- Our pupils generally come to school with poor social skills and are sometimes emotionally frail. Over the past twelve months we have had further increase of pupils entering the school with little or no English,
- The school has a higher than average percentage of pupils known to be eligible for free school meals September 2021 currently is **29%**.
- The school's deprivation indicator is 0.29 compared to the national figure of 0.21. Deprivation is significant. The school falls in the lowest 10% nationally and 5% in Dudley.
- The percentage of children with SEN support is 22% compared to a national figure of 12.1%. The number of children with an SEN statement or EHC plan is 7 and there are currently 4 Looked After Care Pupils. SEN figures increase annually.
- Over the last two years the school has seen a rise in pupils entering from Eastern European background.
- The SLT consists of a Deputy Head, 2 AHT, 3 phase leaders, Business Manager and Inclusion Manager.

When children start school, their skills are typically well below those expected for their age and the majority are at the early stages of learning English. This is evidenced through EYF baseline data and nursery age bands entry data.

At the start of 2019 the school reception offers were low, taking 47 pupils, 2021 has seen a huge increase to an intake of 60 pupils with a waiting list of 6 pupils. The school's reputation in the community has enhanced over the last few years as results are improving, along with the opportunities on offer. At the start of April 2020 nursery intake was 28 pupils, it has now increased to 46, due to careful marketing, an improvement in resources and positive leadership.



The school curriculum has been revamped and improved this academic year to develop a wide range of talents and interests which enhance inquisitive, motivated, respectful and independent pupils who are ready to tackle life's challenges. It aims to instil cultural capital in our pupils so that they can question and engage with the world: learning to express their personal opinions and achieve their potential. Our curriculum will encourage our school values and raise aspirations in our community. The learning and communication barriers that many of our children face make it vitally important that constant repetition takes place and opportunities to develop deep learning through constant re-capping.

At Kates Hill we are following the research of Tom Sherrington tool "A thematic interpretation for teachers" (based on Rosenshine's Principles of Instruction) where he suggests Four Strands are used to support our pupils needs in all lessons. These strands are used in the planning and delivery of lessons.

The new curriculum model ensures strong links between subjects allowing children to apply their knowledge, understanding and skills. The children's learning is enhanced by WOW starters, a range of end of topic outcomes, assemblies, exhibitions, linked visits or visitors. Pupils tell us that they are much more excited with their learning and learning walks highlight increased engagement.

Our successful personal development and enrichment programmes have impacted positively on attitudes to learning, engagement and behaviour. PASS Survey data September 2021 tell us 83% have positive feelings about school, 87% have a great attitude to teachers (both these are in the green quintile that means they have high satisfaction with their school experiences) Pupil leadership and involvement is strong with Head Boy/Girl, Anti bullying ambassadors, peer mentors, student council and STEM ambassadors leads to greater involvement in school. The school Obtained the Optimus Mental Health Award with outstanding accreditation in December 20 and is now looking to build on this success.

Our more effective approach to behaviour management, which is based recent CPD around Paul Dix, has led to the number of low level behaviour incidents are diminishing and fixed term exclusions have been reduced. Children are extremely positive about being in school. Teachers tell us that on the rare occasions that low level behaviour issues do occur, they are dealt with effectively.

Parents' views of the school are much more positive. Feedback from our remote learning questionnaire shows overwhelming support with 100% of responses rating provision as excellent. Parental engagement is at its highest level for many years with an exceptionally high level of parents attending curriculum workshops and phonics exhibitions.

Phonics teaching is beginning to be a key strength and pupils' outcomes are beginning to reflect this. Children have a good start in developing their reading and writing skills through the use of RWInc. Our recent DFE English Hub monitoring visit identifies early reading as a strength: **'Leaders are passionate in promoting a love of reading in pupils. This starts by teaching pupils how to read through a well-chosen phonics programme. When pupils were learning remotely, leaders made sure they had access to the reading books that go with the programme.'** All staff have now received phonics training through Read Write Inc. September 2021 will see the Phonics lead monitoring and scrutinising more across the school to ensure consistency.



The school have received mastery approach to maths training supported by the DFE to ensure all children develop mathematical skills and understanding through the use of concrete resources, pictorial representations and abstract concepts whilst developing, factual, conceptual and procedural fluency. This approach is being demonstrated in pupil books.

Following strategic recruitment of staff, the provision of appropriate support for NQTs and the induction of new staff alongside high quality CPD, the teaching profile is much stronger than what was seen in the past. As a result, pupils are making better progress from their starting points.

Leadership capacity is at its strongest since 2019, all leaders have a clear role and responsibility in school. Since the previous inspection, a new Headteacher Deputy Headteacher and AHT have been employed . This has led to a sharper focus on improvement and a relentless desire to achieve the best for the children. A new AHT has also been employed with a responsibility for Maths/SEND. Staff moral is extremely high and all staff are working as a team to drive the school forward. There is now much more stability in the senior leadership team and middle leaders have been strategically appointed to lead key areas of school development. Subject leaders are developing their role through ongoing CPD. Middle leaders are now beginning to develop a greater understanding of standards across the whole school. The leaders, supported by the trust, have worked hard to develop and design a culture of high expectation and support. Staff have welcomed this.

Pastoral care and safeguarding in school is a strength. Early identification of help and support is in place for families through our pastoral team which has led to improved pupil attendance and punctuality in school, signposting to other agencies and increased engagement of families with more vulnerable pupils. The school benefits from a superb pastoral team which caters for vulnerable pupils across the school. The school engages in the FAIR ACCESS PANEL and the Headteacher chairs the local authority behaviour panel. The expertise and the care in the building to support vulnerable pupils is outstanding.

Quality of education			
OFSTED Judgement (last inspection):	N/A	School Judgement: Sept 2021	Requires improvement/Good
<b>Strengths:</b>		<b>Areas for development:</b>	
<p>The school judges the quality of education to be requiring improvement but with many aspects of good because :</p> <p>INTENT</p> <ul style="list-style-type: none"> <li>A broad and balanced curriculum is provided at Kates Hill Primary School. A re-designed, ambitious themed topic curriculum (linked to the objectives within the National Curriculum),</li> </ul>		<p>Whilst we have elements of a good quality of education we are not yet securely good. In order for us to be securely good we need to:</p> <ul style="list-style-type: none"> <li>Ensure consistency of high expectations in terms of quantity, quality and presentation of learning across the curriculum.</li> </ul>	



PE, RE and personal development curriculum (PSHE) was introduced in 2019/2020. Resources have been prepared for these to ensure continuity and progression and reduce unnecessary workload. The curriculum is designed to give all children including children with SEND and disadvantaged children the cultural capital they need. Whilst COVID has restricted the pace of improvements, we are already seeing the impact of a well planned and ambitious curriculum.

- Our curriculum is not narrowed and this was also the case during lockdown. Our children were able to access a broad and balanced curriculum.
- The topic curriculum has been regularly reviewed through book monitoring, lesson pop-ins, pupil and staff feedback. The curriculum has been adapted and enhanced for the 2021/2022 academic year, as a result of these. An example of this is our enhanced provision for art and DT this year and constant opportunities linked to STEM.
- Topic plans, provide a detailed, progressive structure for skill and knowledge development (see progression maps). Pupils' interview feedback has shown a good motivation and engagement towards our topics and the curriculum generally. We started to further enhance the progression of knowledge in all non core subjects.
- Knowledge organisers (KOs) have been introduced for all topics meaning that all pupils have a similar minimum starting point for topics in terms of knowledge. Homework ideas on the KOs help to ensure that children are immersed in their topics prior to starting them.
- Curriculum subject leaders are now in place and are receiving regular training from the MAT curriculum lead to develop them within these roles. Teachers have a good subject knowledge of the subjects they teach. Feedback is positive with leaders stating that their confidence and knowledge is improving as a result of these sessions.. Subject leads have also started to receive training through the National College.

#### IMPLEMENTATION

- Monitoring and a consistency of expectations from leadership have ensured that standards of teaching and learning reflected within books is improving.
- Expectations have been significantly raised in all areas of the curriculum including in terms of presentation and handwriting following the introduction of Kinetic Letters.
- Developing oracy in school is a high priority which is developing pupils' use of language across the curriculum. Standards of oracy across the school have improved significantly in all of our pupils. Opportunities for the performance of oracy are being enhanced through the

- Build up the evidence of high quality teaching and learning by having a stable period of time with children in school full time.
- Improve the quality of teaching through rigorous and supportive CPD using the coaching approach.
- Embed ongoing assessment of foundation subjects
- Ensure high-quality maths and English (reading and writing) learning and teaching through appropriate monitoring and training for staff to address any gaps between all pupils and disadvantaged pupils in school particularly after lockdown
- Improve the attainment in EYFS and KS1.
- Enhance opportunities and standards within the foundation subjects and especially in art and design and technology.
- Enable pupils, as a result of Coronavirus, to catch up to their expected year group standards.



introduction of performance assemblies and parent presentations throughout the year. (Covid has limited some opportunities for this this year)

- The use of RWI is well embedded in EYFS and KS1 and regular assessments ensure that pupils make rapid progress. This is well led and movement between groups is regular and fluid and is based on regular assessments.
- 1:1 reading takes place in all year groups. RWI phonics books are used for this in EYFS and KS1.
- Our approach to close reading in KS2 provides a rigorous and sequential approach to teaching reading and developing pupils' fluency, confidence and enjoyment of it.
- Teacher subject knowledge is enhanced through effective CPD. All teachers have completed a maths subject knowledge enhancement course, leading to an improvement in the quality of teaching and teacher confidence.
- The structure of the Maths lessons incorporating concrete, pictorial and abstract approach (CPA), along with the use of journaling, provides additional opportunities for pupils to demonstrate and embed their understanding and for teachers to assess this leading to improved pupil performance.
- We are part of the Teaching for Mastery Approach DFE funding pilot Sustaining 2020/21. This provides PD for our maths lead and looks at and informs our school's practice within maths (curriculum recovery being a focus this year of the programme). It embeds our systems and culture to support the teaching of mastery maths.
- The use of AfL (formative assessment) is improving and staff have received training for this.
- In EYFS, there is a sharp focus on practising and developing speaking and listening. The learning environment often struggles to facilitate opportunities for this, with limited space and poor acoustics this is something that has been addressed with the new Trust) such as role play areas, providing pupils with the foundation required for future learning. Training. Wellcom and NELI have been undertaken by EYFS staff and are impacting on children's early language acquisition.
- The attainment and progress of different pupil groups is tracked by the school's internal assessment system and these groups are focused upon during pupil progress meetings. All teachers have class profiles to identify children with SEND, disadvantaged and high attaining pupils and these support planning.
- The SENCo (newly appointed Sept 2021) is providing consistency within this role; is enhancing further the profile of progress and attainment for SEND pupils and is further equipping staff



<p>with skills (through regular training and pop ins) to be able to achieve at least good progress and attainment for these pupils.</p> <p>IMPACT</p> <ul style="list-style-type: none"> <li>• Our evidence although limited due to lockdown does show that children have a a much better understanding of what they are being taught and they can talk about current and previous learning.</li> <li>• When pupils leave the school they are ready for the next stage of their education.</li> <li>• Pupils read widely and often. <i><b>Leaders are passionate in promoting a love of reading in pupils. This starts by teaching pupils how to read through a well-chosen phonics programme. When pupils were learning remotely, leaders made sure they had access to the reading books that go with the programme.</b></i></li> </ul>			
<b>Behaviour and Attitudes</b>			
<b>Ofsted Judgement previous inspection</b>	<b>Good</b>		<b>School Judgment September 2021</b>
<b>Good/Outstanding</b>			
<b>Strengths</b>		<b>Areas of development</b>	
<p>The school are judging Behaviour and attitudes to be at least Good because:</p> <ul style="list-style-type: none"> <li>▪ There is a culture of high expectations in the school with regard to behaviour and attitudes. Low level behaviour incidents are rare and when they do occur they are dealt with effectively by teachers and leaders.</li> <li>▪ The behaviour policy has been reviewed and updated and this has ensured an extremely consistent approach to behaviour management.</li> <li>▪ Children are positive about school and feel safe. They tell us that they feel behaviour issues are dealt with fairly. They also tell us that they are enjoying school and like the topics they are being taught. Children are developing a growing resilience and take great pride in their work. The higher expectations from leaders and teachers has led to a significant improvement in pupils' work.</li> </ul>		<p>Behaviour and attitudes is not yet outstanding because:</p>	



<ul style="list-style-type: none"> <li>▪ There is a positive environment in school. The behaviour management is centred in positivity and children receive praise and encouragement in a number of ways. Verbal praise, dojos, certificates, post cards home, all ensure children are surrounded by positivity but also are fully aware of the boundaries.</li> <li>▪ Kates Hill is a diverse community and does not accept discrimination of any kind and leaders ensure that this is dealt with effectively if it occurs. The number of discriminatory incidents are low if at all.</li> <li>▪ Leaders are proud of their attitudes and support for behaviour and always go the extra mile to help pupils. Leaders have continued their relentless push for improvement and have ensured that behaviour incidents have decreased. This reflects the overall improvements being made across all aspects of provision.</li> <li>▪ We have excellent evidence of how school support for children with particular needs has led to improved behaviour and outcomes.</li> <li>▪ Attendance has been good in the context of the pandemic and we are rigorously following up on any long term absence. School punctuality is good.</li> <li>▪ The number of fixed term exclusions are rare but used appropriately if needed. They have reduced over the last couple of years. In 2020/21 there have been 4 fixed term exclusions(3 pupils 2/4 EHCP) for a total of 7days. Following exclusions our evidence clearly shows that behaviour has improved for these individuals. There are children at risk of permanent exclusion, however those children have clear behaviour support plans and support from external agencies.</li> <li>○ The relationship between staff and children are excellent. There is a can do attitude and expectation from all staff that all children can achieve.</li> <li>○ The children celebrate and embrace a culture of equality where commonalities and differences are celebrated. Bullying and harassment of any nature are not tolerated.</li> </ul>			
<b>Personal Development</b>			
<b>Ofsted judgement last inspection</b>	<b>Good</b>	<b>School Judgement September 2021</b>	<b>Good/Outstanding</b>
<i>The school judges the personal development at Kates Hill to be good because:</i>		To be outstanding the school needs to:	



<ul style="list-style-type: none"> <li>○ We have worked hard to develop a culture of personal development based on Mental Health Quality Mark Award..</li> <li>○ The children now receive a much better offer to help pupils build character and develop a sense of social responsibility. More detailed planning for PD is now in place so children are receiving a more rounded PD curriculum. The lead accrediator stated..</li> <li>○ “A strength of the schools is its whole school wellbeing ethos and values culture which supports the children in developing positive mental health and self-esteem. The children have access to a wide range of wellbeing activities and clubs and the staff work hard to find the children’s talents and strengths, so that they can grow in confidence and achieve their potential.” <b>Pastoral support is of high quality. Children are very well supported.</b></li> <li>○ Pupils are very well aware of the need to be healthy and live healthy lifestyles.</li> <li>○ There are good oppotunities for children to be part of extra curricular clubs. The school provides extensive enrichment for pupils from Reception to Year 6</li> <li>○ Children are aware of the British values and assemblies have explicit links to these values as well as the equality act 2010.</li> <li>○ Equality is a key driver for the trust and the schools and this is delivered through daily worship and key messages from staff. The children have developed a greater understanding of the protected characteristics.</li> <li>○ The development of oracy has enabled children to engage with views, beliefs and opinions different from their own in a constructive and mature way. Children are now able to offer a different opinion and show good respect for others opinions.</li> <li>○ There are numerous student leadership groups which demonstrate a clear impact of pupils’ ability to understand their own impact on others and the local community.</li> <li>○ Peer supporters at lunchtime support younger pupils to know how to play and help solve any problems</li> <li>○ Anti bullying ambassadars provide assemblies and support with friendship issues and an ear to listen if anybody has any problems</li> <li>○ Our expert nurture/inclusion team support small groups of children with social issues as well as implementing behaviour support plans and providing CPD</li> </ul>	<p>Further develop the PD provision over a sustained period of time that goes beyond what is expected. Keep building and providing opportunities that ensure pupils have a wide, rich set of experiences.</p> <p>Provide impact statements supporting outstanding provision</p> <p>More engagement with external providers</p>
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Leadership and Management			
Ofsted judgement last inspection	Good	School judgement September 2021	Good
<p>The school is judging leadership and management to be good.</p> <ul style="list-style-type: none"> <li>The leadership of the school has changed significantly over the last few years, leading to greater consistency and a strong collaborative team. As a result, there is sufficient capacity to move the school to good and beyond. Leaders have good evidence of the improvements that have already occurred because of their drive and determination along with sustained improvement in KS2 attainment.</li> <li>Leaders have a clear and ambitious vision for the school and are relentless in their pursuit of excellence. They are driven at all levels and have moved quickly to ensure a shared vision for the school.</li> <li>Leaders seek their own CPD and the school has been a pilot for a number of DFE projects through the English/Maths Hub along with phonics and language development in EYFS. Leaders are positive about the support and are already starting to move their own learning.</li> <li>There is a clear focus on improving teaching and teachers pedagogical knowledge. We have refined our approach to CPD and we have started to use the coaching approach on a one to one basis which has already led to improvements in the quality of teaching. Senior leaders are very knowledgeable about the quality of teaching and where the strengths and areas of developments lie. They are effectively supporting the teachers to move practice forward through specific and focused support.</li> <li>Leaders at all levels have high expectations and this is leading to better outcomes for the children. Despite the interruption of Covid the leaders are ensuring that teachers are completing the programmes of study,</li> <li>The relationship between parents and the school as really improved and appears very positive. The most recent parent view showed that over 90% of parents feel that there is a good range of subjects. 93% of the parents would recommend the school. 95% parents felt they could communicate with the school.</li> </ul>		<p>The quality of leadership and management is not outstanding because:</p> <p>The middle leaders have not yet had the opportunity to demonstrate their own impact due to COVID. They have improved significantly but need time to be able to deliver more consistent impact in their own areas.</p> <p>Although staff CPD is good, the move to coaching has been Covid affected so the school needs more time to demonstrate the impact of this for CPD to be outstanding.</p> <p>Subject leaders need time to embed their subject expectations and see the impact of their monitoring</p>	



<p>Leaders are working hard to build the right culture with support from the MAT. Senior leaders are fully aware of teacher workload and are determined to ensure staff at all levels are happy at work. The mental health award shared evidence that.</p> <p>“I found many examples where the wellbeing of staff is embedded in structures, such as staff appraisals that reflect and monitor staff emotional wellbeing, short staff meetings and free counselling; rewards – such as afternoon off vouchers; shout out board, staff certificates on a Friday, staff concern box, which is regularly checked, CPD – such Mental Health training from Dudley LEA;</p> <p>celebratory feedback – the school thrives on a culture of praise for staff and children, which creates a positive culture”</p> <ul style="list-style-type: none"> <li>• Leadership engagement with staff is outstanding.</li> <li>• Leaders support staff well being. The school have developed a well being portal for all staff in trust and others outside to support mental health and well being. These are excellent resources for staff to access and staff say they are well supported.</li> <li>• Governors hold the school to account effectively. The monitoring visit in September 2021</li> <li>• <b><i>Governors know the school well. They ask pertinent questions to hold leaders to account. They have played an active part in monitoring how leaders were delivering the curriculum to pupils learning from home. Insightful curriculum reports from leaders enable trustees and governors to carry out their duties effectively.</i></b></li> <li>• Governors ensure the school fulfils its responsibilities under the Equality act 2010 and other duties. Equality being a key driver of the trust.</li> <li>• Safeguarding is a strength and is highly valued for pupils and staff.</li> </ul>			
<b>Quality of Early Years Education</b>			
<b>Ofsted judgement last inspection</b>	<b>Good</b>	<b>School judgement September 2021</b>	<b>Good</b>
Intent			



The leadership of EYFS shares a common vision and consistency of approach, focusing on active learning, creative thinking and fostering independence.

EYFS have benefitted from extensive CPD through the Language First Project/ Early adopter training which is beginning to reap benefits. The knowledge is in action and pupils outcomes have improved. The EYFS leader is our ECT lead and prides herself on the success of newly qualified teachers or new starters to Kates Hill.

The curriculum for the children is ambitious, rich with knowledge and contains a thread of the promotion of cultural capital through solid relationships and oracy. It is resolute in ensuring all children can achieve. Children come into the EYFS way below expectation but make good progress to leave at least in line.

The progression of skills feeds into planning and is represented through the learning journeys, ensuring that learning is captured in all the EYFS strands.

The planning is clear, scaffolded and is well sequenced to ensure continuous provision.

The introduction of 'rainbow challenges' is driven on ensuring all children have clear targets/goals and 'wow' moments are captured weekly for all pupils. These challenges are fixated on all types of learners and encouraging children to take risks and be more independent.

Relationships with parents are strong and EYFS are benefitting from daily face-face communication.

Behaviour has improved since last year with no disturbances due to children with complex issues.

The focus on oracy in reception has made a huge difference. Children are becoming skilled in verbal communication. They have started to narrow the divide created during lockdown through the high expectations of EYFS teachers.

The teaching of phonics is of high quality and children are able to read words and simple sentences by the time they leave reception. This has been affected by the pandemic but they are catching up on return. The use of RWInc does mean that teaching accurately meets the needs of the children.

The support and provision for SEND is good. The school has effective provision for SEND.

The children benefit from effective interventions NELI/WELCOMM

IMPLEMENTATION



Staff knowledge is good and they are aware of the areas of learning they teach. They are able to teach synthetic phonics to a very high standard and have received the training to do so. They are also well supported by the English leader who ensures the teaching of phonics remains a priority across the school.

Teaching is clear and staff present information clearly to the children so that they can easily understand it.

The outdoor area has been developed and is well used. There is still some work to do to ensure the provision is outstanding and the school will receive an EYFS review on the space and acoustics to create more learning opportunities.

Staff are extremely enthusiastic about the curriculum and this is clearly shown through the exciting delivery of the curriculum leading to active learning and creative thinking from the pupils.

The staff have valued and developed practice because of this. Staff provide excellent opportunities for the children to develop a long term understanding of maths facts and concepts

The EYFS team are also part of the NELI project and have been a language first pilot for the DFE.

The EYFS team have high expectations of the children and support them to do very well. The culture of high expectation is balanced by the high level of care and emotional support they provide.

Children are taught the importance of being healthy and eating healthily. They also ensure children understand how they should manage risk.

Parents are kept informed of their child's progress and they are very appreciative of this. Parents receive information on an ongoing basis.

#### IMPACT

The high quality teaching and learning of phonics ensures that children leave the year being able to read accurately with an increasing fluency and accuracy. The effect of Covid has been significant with attainment significantly below the national average in 2020. However, the EYFS team are determined to push that up higher.



The effect of Covid has been significant on the disadvantaged learners in EYFS. Some children have lost much of the nursery year and the EYFS year. Staff have put in place interventions for these children and this is likely to be a focus for this group of children throughout their life at Kates Hill so that they can leave in line with the other children nationally.

Children normally leave reception ready for the next stage of learning but the effective of Covid has been significant and it is likely that attainment will be below expectation. Plans are already being put in place to ensure transition is effective.

Children have been well supported with their personal, physical and social skills.

Children enjoy EYFS and participate actively in their learning. They listen well although again COVID has made this a focus area for the children. Our most recent monitoring has shown that excellent improvements have been made in this area.

Children are very curious and area really beginning to develop the resilience and are beginning to be able to manage their feelings and behaviour.

The reputation of the school, especially EYFS provision has ben positive and the 2021 cohort are full with an additional waiting list.