

Safeguarding		Curriculum and Teaching– Expected Standard	
Strengths	Next Steps	Strengths	Next Steps
Safeguarding is given the highest priority. All staff follow the policy and we have a culture of, ‘it could happen here.’ DSLs work collaboratively and strategically to target support effectively.	Regular staff quizzes and spot checks to ensure everyone understands their responsibilities.	Progressive curriculum design ensuring pupils know more and remember more. Oracy is a key element of the curriculum supporting pupils to articulate their ideas.	Ensuring greater depth children are provided with enough challenge in all curriculum areas. Ensure active learning is promoted in all curriculum areas.
Inclusion– Expected Standard		Attendance and Behaviour– Expected Standard	
Strengths	Next Steps	Strengths	Next Steps
All staff are up-to-date with CPD including executive functioning, ASD, attachment awareness, SALT and support with PD. Multi-agency approach to best support families.	Consistency in TA practice. Improve progress of children with SEN.	Strong cluster attendance policy followed consistently to support and challenge parents. TGMC approach and therapeutic behaviour policy followed across the school.	Improve attendance, particularly for those who are persistently absent. Continue to work with parents and outside agencies to create a multi-targeted approach to improve attendance overall.
Achievement - Expected Standard		Personal Development and Wellbeing– Expected Standard	
Strengths	Next Steps	Strengths	Next Steps
An inclusive culture where teaching and learning is good. Teachers adapt learning to meet the needs of all children including those with SEND. The curriculum is carefully planned to ensure progression in skills and knowledge. Children remember what they have learnt. Reading is given high priority from the very start of school. Reading is embedded across the curriculum. Children are making good or better progress in phonics.	Ensure children are fluent and develop automaticity with handwriting and spelling. Continue to improve attainment by adapting teaching to the needs of all learners. Continue to improve children’s oracy so that they are confident, articulate speakers who can talk for a range of purposes.	Strong PD curriculum based on ‘My Happy Mind’. Children respect each other’s differences and support and celebrate each other well. Children know how to keep themselves safe, including online. Extensive enrichment offer including trips, visitors and after school clubs.	Introduce Worker Bees across the school. Introduce monitoring and tracking of the enrichment benchmarks.
Leadership and Governance - Expected standard		EYFS- Expected standard	
Strengths	Next Steps	Strengths	Next Steps
We understand our school context well and know what is needed for outcomes to improve. Governors work with leaders to write the SEF and SIP and they can explain what we need to do and why. Implementation plans ensure that school priorities drive decision making.	Further improve parental engagement.	Inclusive learning environment focusing on supporting children’s regulation and PSED skills. High quality early reading and phonics teaching.	Further develop objective led planning to ensure the needs of all learners are met and that analysis informs practice across all areas. Ensure the percentage of children achieving GLD is at least national average. Ensure handwriting is automatic and fluent in all pupils.