

**Brinkworth Earl Danby's C of E
Primary School**



**SELF EVALUATION FORM (SEF)
January 2022**

Brinkworth Earl Danby's CE Primary School

- Brinkworth Earl Danby's CE Primary School is a split site school, more than two miles apart serving the villages of Brinkworth and Dauntsey and surrounding area. It is equidistant between Malmesbury and Royal Wootton Bassett.
- There are six classes – Fs, Y1 and Y2 on the Lower School site in Dauntsey and Y3/4, Y4/5/ Y5/6 on the Upper School site in Brinkworth.
- The School serves a mixed village community – the village is varied socio-economically but with a prosperous feel and it is strongly 'white British', with 6% of our community judging themselves from other backgrounds.
- There is a traveller site within the school catchment area. Our traditional travellers do travel and consequently this is a fluid part of our intake. However, the composition of this group does fluctuate rapidly and the school has learnt to react to this with a variety of interventions and support for the group. Some travellers have been dual registered.
- There are two Housing Association developments with a number of our children attending the school from these homes; the number of current Free School Meals is 8% - this does not reflect the reality of those that could claim within our community – as particularly from the traditional traveller community, it is a mark of shame to claim benefits.
- Children arrive with skills and knowledge that are normally in line with and sometimes below those typical for their age.
- The School has 14 children from Service Families and 15 pupil premium children. The school uses both pupil premium and Service child funding to fund Intervention programmes for these children and provide access to different opportunities
- Our school has the capacity for 210 pupils. At present there are 159 pupils on roll. There is an even split between girls (48%) and boys (52%)
- The proportion of pupils who receives SEND is 28/159. (19% compared to 16% nationally)
- The headteacher is SENDCO.
- Many children join us at varying points in their education. Currently, 54.5% live in our catchment area with 45.5% coming from other towns/ villages.
- Apart from our traveller children, mobility is varied.
- No children are attending alternative provision.
- The School has a powerful Christian ethos centred on the New Testament – Roots will grow down into God's love and keep us strong (Ephesians 3:17) – to support our vision 'Believe to Achieve'.

Areas for development from last Inspection

- The quality of teaching is not strong enough to promote overall outstanding progress by the pupils.
- The quality of teaching and the consequent progress of children in the early year's provision, in the reception class, requires improvement.
- Outcomes for disadvantaged pupils and those with special educational needs are inconsistent. While the majority of these pupils achieve well, the performance of some pupils does not always match that of other pupils in the school.

Progress Measures

- Quality First Teaching in all classes
- Data in 2019 for EYFS GLOD above national, Phonics below national, Year 2 writing & maths above national, reading below national. Year 6 reading writing and maths above national.
- Outcomes for disadvantaged learners monitored. High profile given in SIP, subject leader action plans, link governors.
- Feedback given high profile – verbal and written. Success criteria used.
- Covid 19 has had a negative impact on the development of many plans.

- The school's plans to improve feedback between pupils and staff are new and have not yet been implemented fully, and so are not having enough impact.

Performance Data

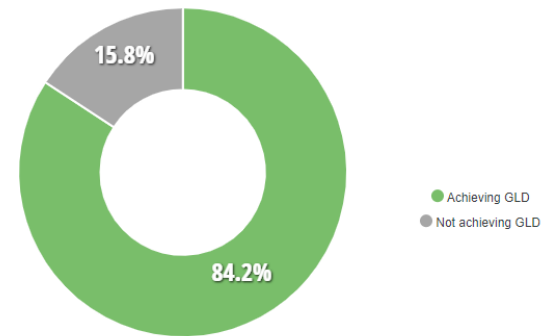
EYFSP | GOOD LEVEL OF DEVELOPMENT

From a cohort of **19 pupils** in your school being assessed using the early years foundation stage profile, **84.2%** are achieving a good level of development (GLD), a total of **16 pupils**.

0.0% achieved an exceeding outcome in all 12 of the GLD area of learning goals, a total of **0 pupils**.

The average total points score, for your school, in all GLD goals is **23.6** out of a possible 36.

EYFSP: Good Level of Development | Value



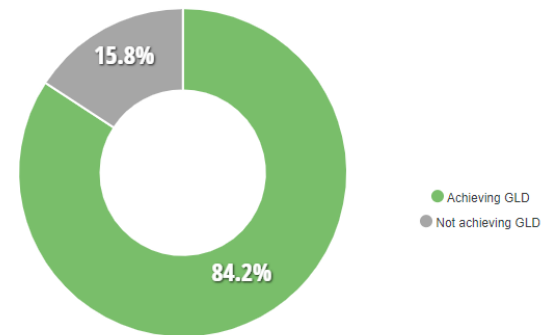
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EYFSP: Good Level of Development | Value



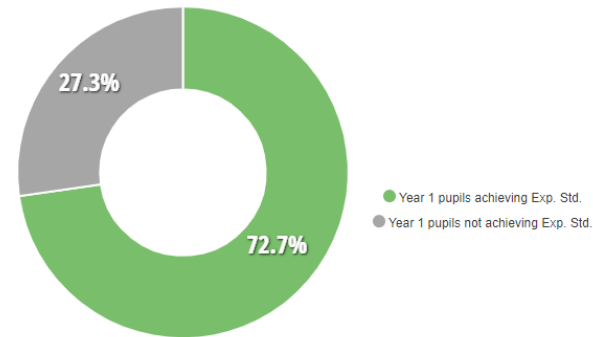
Summer 2021 – The current EYFS cohort of 29 pupils would be working at 72% GLOD based on current internal moderation. 25 children (86%) achieved at least expected in Communication & Language and reading. 24 children (83%) achieved at least expected in writing and 27 children (93%) achieved at least expected in maths. The profile of EYFS is spiky due to the SEND need within the class.

PHONICS | EXPECTED STANDARD (YEAR 1)

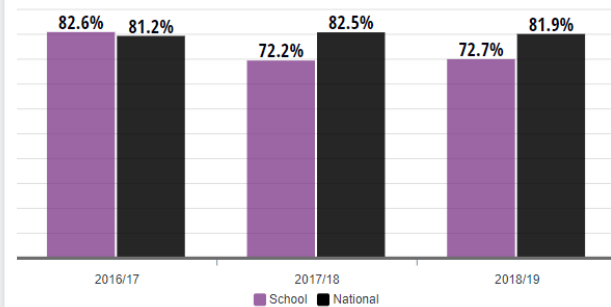
From a Year 1 phonics cohort of **22 pupils** in your school, **72.7%** achieved the expected standard of 32, a total of **16 pupils**.

The average point score for your Year 1 phonics cohort is **34.2**.

Phonics: Expected Standard (Year 1) | Value



Phonics: Expected Standard (Year 1) | Trend



Your school's Year 1 expected standard percentage has **increased by 0.5%** from **72.2%** in 2017/18 to **72.7%** in 2018/19.

This is equivalent to approximately **the same number of** pupils achieving the expected standard in 2018/19 compared to 2017/18.

Your school's average Year 1 expected standard percentage for the last 3 academic year(s) is **76.2%**.

Phonics in Year 1 has remained at 72% for the past two years. This is reflection of the SEN we have had in the year groups over the last two years. Phonics provision was been reviewed at the end of last academic year and close monitoring of progress for all KS1 pupils in Phonics continues which is discussed at pupil progress meetings and tracked termly. New phonetically decodable reading books have been purchased to support pupils. A new phonics scheme has been introduced. This will be reviewed again in Spring 2022 following DfE review of accredited schemes.

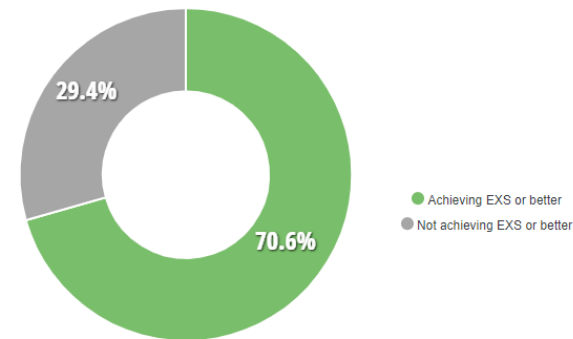
Summer 2021 - Internal monitoring shows that the current Year 1 cohort of 24 pupils would achieve 79% working at the agreed level using previous screening tests. The current Year 2 cohort would have 94% of children working at the agreed level using previous screening tests.

KEY STAGE 1 | READING EXPECTED STANDARD

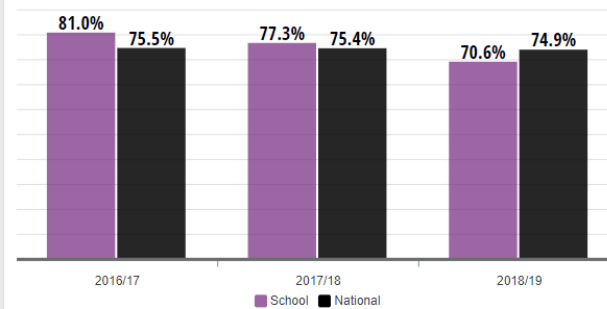
From a cohort of **17 pupils** in your school at the end of Key Stage 1, **70.6%** achieved the expected standard in Reading, a total of **12 pupils**.

23.5% achieved a greater depth in Reading, a total of **4 pupils**.

Key Stage 1: Reading Expected Standard | Value



Key Stage 1: Reading Expected Standard | Trend



Your school's expected standard percentage in Reading has **decreased by 6.7%** from **77.3%** in 2017/18 to **70.6%** in 2018/19.

This is equivalent to approximately **1 fewer** pupil achieving the expected standard in 2018/19 compared to 2017/18.

Your school's average for the last 3 academic year(s) is **76.7%**.

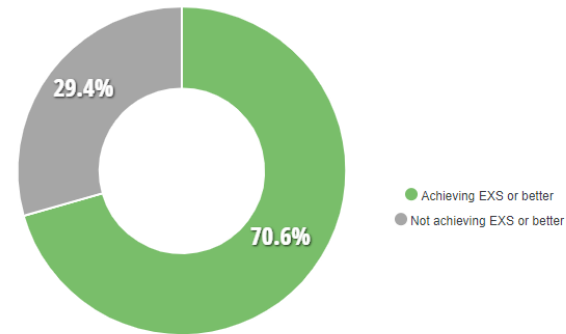
Summer 2021 – The current Year 2 cohort of 18 pupils are working at 83% expected or above for reading. This has increased by 13% since 2019.

KEY STAGE 1 | WRITING EXPECTED STANDARD

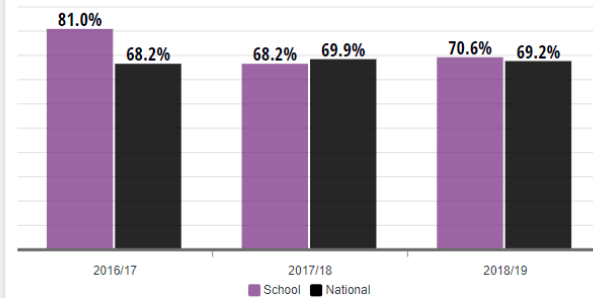
From a cohort of **17 pupils** in your school at the end of Key Stage 1, **70.6%** achieved the expected standard in Writing, a total of **12 pupils**.

17.6% achieved a greater depth in Writing, a total of **3 pupils**.

Key Stage 1: Writing Expected Standard | Value



Key Stage 1: Writing Expected Standard | Trend



Your school's expected standard percentage in Writing has **increased by 2.4%** from **68.2%** in 2017/18 to **70.6%** in 2018/19.

This is equivalent to approximately **the same number of pupils** achieving the expected standard in 2018/19 compared to 2017/18.

Your school's average for the last 3 academic year(s) is **73.3%**.

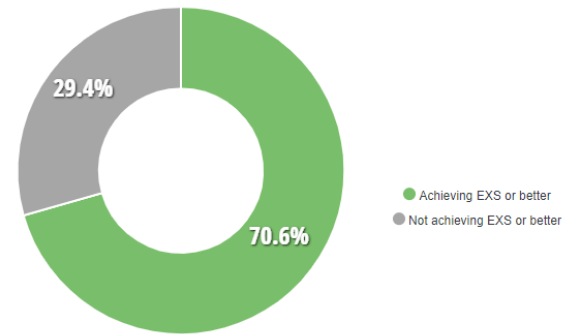
Summer 2021 – The current Year 2 cohort of 18 pupils are working at 67% expected or above for writing. This has decreased by 3% since 2019.

KEY STAGE 1 | MATHS EXPECTED STANDARD

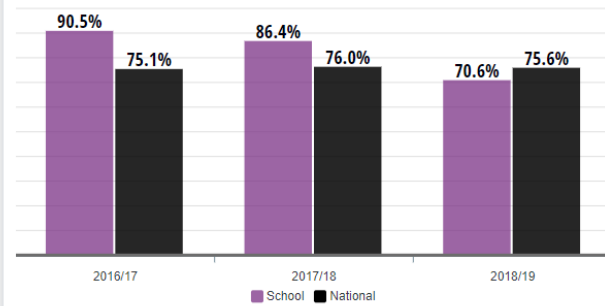
From a cohort of **17 pupils** in your school at the end of Key Stage 1, **70.6%** achieved the expected standard in Maths, a total of **12 pupils**.

23.5% achieved a greater depth in Maths, a total of **4 pupils**.

Key Stage 1: Maths Expected Standard | Value



Key Stage 1: Maths Expected Standard | Trend



Your school's expected standard percentage in Maths has **decreased by 15.8%** from **86.4%** in 2017/18 to **70.6%** in 2018/19.

This is equivalent to approximately **3 fewer** pupils achieving the expected standard in 2018/19 compared to 2017/18.

Your school's average for the last 3 academic year(s) is **83.3%**.

Summer 2021 – The current Year 2 cohort of 18 pupils are working at 83% expected or above for maths. This has increased by 13% since 2019.

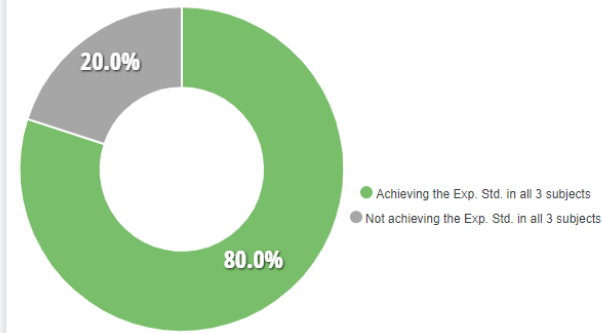
KEY STAGE 2 | RWM EXPECTED STANDARD

From a cohort of **30 pupils** in your school at the end of Key Stage 2, **80.0%** achieved the expected standard in Reading, Writing & Maths, a total of **24 pupils**.

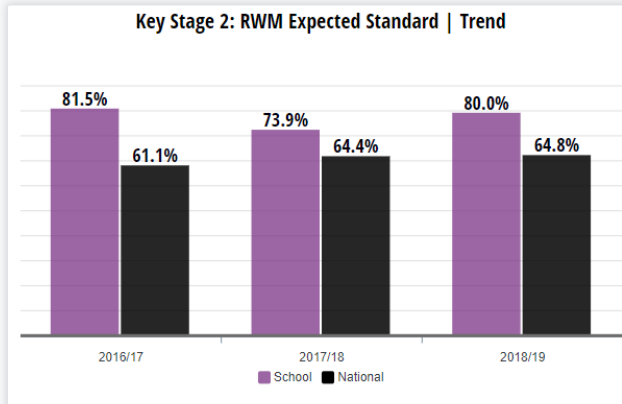
3.3% achieved a scaled score < 100 in Reading, Writing & Maths in your school, a total of **1 pupil**.

23.3% achieved a higher standard in Reading, Writing & Maths, with a scaled score equal to or greater than 110, or equivalent TA result, a total of **7 pupils**.

Key Stage 2: RWM Expected Standard | Value



Key Stage 2: RWM Expected Standard | Trend



Your school's expected standard percentage in Reading, Writing & Maths has **increased by 6.1%** from **73.9%** in 2017/18 to **80.0%** in 2018/19.

This is equivalent to approximately **2 more** pupils achieving the expected standard in 2018/19 compared to 2017/18.

Your school's average for the last 3 academic year(s) is **78.8%**.

Summer 2021 –

The current Year 6 pupils are working at 92% expected for reading. This has decreased by 1% since 2019.

The current Year 6 are working at 83% expected for writing. This has decreased by 7% since 2019.

The current Year 6 pupils are working at 96% expected for maths. This has increased 13% since 2019.

The current Year 6 cohort of 24 pupils are working at 79% expected for reading/ writing/ maths combined. This has decreased by 1% since 2019.

Key stage 2

This is revised data for 2018/19.

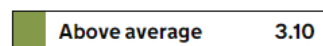
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Progress in reading, writing and maths ?

Reading ?

Number of pupils = 30

Pupils with adjusted scores = 0

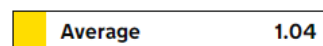


Confidence interval ?
0.9 to 5.3

Writing ?

Number of pupils = 30

Pupils with adjusted scores = 1

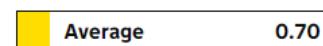


Confidence interval ?
-1.0 to 3.1

Maths ?

Number of pupils = 30

Pupils with adjusted scores = 0



Confidence interval ?
-1.2 to 2.6

Pupils achieved well in KS2. Maths has a focus on our SIP and will be continued into 2020/2021.

Quality Of Education	
Grade – At least good	
Strengths (Evidence)	Areas for Development
INTENT – What/ Why/ When	
<ul style="list-style-type: none"> The Cornerstones curriculum was adopted in May 2019. This curriculum was adapted to meet the needs of our children. It is ambitious and cross curricular to enable all learners to have the necessary skills they need to succeed in life. Our curriculum is structured to build on previous knowledge and skills using a framework for planning through the Engage, Develop, Innovate and Express model. The curriculum provides sequential learning to provide a growing depth of knowledge. We deliver a full curriculum, through a cross curricular approach, however some subjects may need to be taught discretely in order to fully cover the objectives for each year group. 	<ul style="list-style-type: none"> Embed LCP phonics scheme – all staff training in letters and sounds To introduce and embed mastery maths programme To embed the RSE curriculum Catch-up provision, for all pupils including those identified as SEND and DL.

- We have high expectations of all learners in our school and where needed we adapt the curriculum to ensure all children make the best progress possible.
- Quality First Teaching throughout the school ensures that children make good progress.
- Our school has been accredited with The Bristol Standard (2017 – 2021), Healthy Schools, Eco School (Bronze), School Games (Silver), Thrive accreditation which reflects our ambition to ensure a rich and balanced curriculum for all.

IMPLEMENTATION (HOW)

- Lesson planning demonstrates good subject knowledge and ensures that all groups of pupils are sufficiently challenged. The rigorous monitoring systems and procedures inform high quality professional development which in turn is systematically evaluated for impact. As a result, pupil outcomes evidence a growing depth of knowledge and understanding being applied in all subjects over time.
- Subject leaders are knowledgeable of school standards and areas for development. They produce informed action plans for their subjects that link with whole school aims and ensure that high quality teaching across the curriculum is sustained through monitoring, SDM's and data analysis.
- Teachers give feedback using questioning and marking to provide good opportunities for pupils to make next step improvements. As a result, book scrutinies show that pupils are able to review their work and make corrections as appropriate.
- Achievement across the wider curriculum demonstrates links made between different areas of learning such as science and maths. Pupils take pride in their learning with independent application of key skills.
- Cornerstones assessments in reading, GPS and mathematics are used to inform provision at all levels. These identify concrete next steps for all pupils. The gap analysis has been used to inform catch up.

<ul style="list-style-type: none"> • Three data points each year are used to inform supportive pupil progress meetings with teachers where pupil performance is analysed and challenged. Moderation with Hobbes Alliance Schools and the Malmesbury cluster ensures that this process is meaningful and manageable for staff as well as ensuring that teacher analysis is accurate. • Parents are well informed in how well their children are progressing and what their child needs to improve through termly class newsletters, twice yearly interim reports, parents evenings and an annual summative report. • Pupils make good progress in reading and achieve above national standards by the end of KS2. Reading high profile and books are celebrated through home reading, reading for pleasure and a daily 'Love of Reading' in school. Tracking systems ensure that children read regularly and that pupils who are working at below age related expectations are supported to catch up. • A new synthetic phonics scheme (LCP Letters & Sounds 2020) is taught systematically and has been introduced to ensure that pupils make good progress in line with national standards. Pupils read phonetically decodable books matched to their phonetic understanding to support rapid progress. By the time pupils enter KS2 the majority can read fluently and can decode unknown words using phonic clues. Pupils are able to articulate good comprehension of the texts that they read. • In response to the lockdowns resulting from Covid 19, a 'Recovery Curriculum' was planned to cover the most important missed content where gaps were identified alongside pupil well-being. 	
<p>IMPACT (OUTCOME)</p>	
<ul style="list-style-type: none"> • Pupils at our school are achieving well. School assessment shows the majority of all pupils to be at least in line with or above expected attainment and there is good progress from starting points in all year groups. 2019 data shows that outcomes at the end of EYFS, and KS2 are in line with or above expected and at the GD standard, along with writing at KS1. 	<ul style="list-style-type: none"> • DL attainment/ progress • Maintain quality first teaching approach through a focus on modelling, questioning, marking and feedback to ensure that it maximises the impact upon 'recovery' outcomes for the children • To introduce catch-up programmes and monitor interventions for the lowest 20% children to ensure that those children make progress

<ul style="list-style-type: none"> • Good systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are identified. Staff resources are deployed to support pupils, particularly those with SEND with a provision map that is regularly reviewed and adjusted according to need. 	
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Behaviour and Attitudes	
Grade – At least good	
Strengths (Evidence)	Areas for Development
<ul style="list-style-type: none"> • Our children show pride in their school and are respectful towards adults and peers. The church ethos permeates the school and pupils feel safe, well supported and cared for. In class, children are on task and enthusiastic; learning time is rarely lost to disruption. Our children want to succeed and improve and that shows through in all years and across all subjects. • The School Christian Values e.g. Love and Respect are reinforced through our Collective Worship focus on each value. These values are revisited each term. Our pupils will challenge inappropriate behaviour choices making references to our values. We are enhancing outdoor spaces for pupils to use as places to reflect, be still and calm down to complement our class reflection spaces. We use the 'SCARF' programme to help our children make healthy choices and relationships and enable them to process messages from the media/internet about sexuality. Our RE teaching encourages the pupils to develop the skills to explore issues and critically analyse matters of faith. • The school has a robust anti bullying policy, reviewed in live with Covid 19. The teaching of the risks of cyber bullying and safety is revisited regularly through collective worship and the PSHE curriculum to ensure that it is known and high profile. As a result, 	<ul style="list-style-type: none"> • Pupil voice – school councils. Support pupils requests for the enhancement of quiet areas. • Embed PSHE / RSE • A clear curriculum pedagogy to rebuild relationships by fostering collaboration, empathy, confidence, self expression and resilience has been implanted. • To reinforce current school systems to ensure the very highest standards of behaviour across the school • Develop outdoor spaces

children understand the difference between friendship issues and bullying.

- Our work on emotional literacy and our annual anti bullying week means that children are aware of what bullying is (in its different guises) and what to do if they encounter it. Children in our school know when to tell an adult if a child has a problem.
- ELSA trained TAs support pupils with additional emotional and social needs across the school.
- Attendance is above the national average. Unauthorised absence 0.09% in 2020/ 2021 remains very low. Most pupils are punctual and come to class ready to learn. Positive behaviours in school support this.
- PSHE takes account of statutory RSE and Health guidance as well as including themes relevant to our context such as celebrating diversity including family diversity.
- Pupils work collaboratively and purposefully. Our school actively promotes the values of resilience and perseverance and children are able to articulate how this effects on their learning.
- Our school works very effectively with outside agencies which offer additional support for our pupils with need, and this, alongside the dedicated school staff, ensure a high quality of pastoral care.
- As part of our recovery curriculum, following the full reopening of schools, the reinforcement of core values. Behaviour and learning expectation has been a central focus. A clear curriculum pedagogy to rebuild relationships by fostering collaboration, empathy, confidence, self-expression and resilience has been implanted.

Personal Development

Grade – At least good

Strengths (Evidence)	Areas for Development
<ul style="list-style-type: none">• Pupils enjoy a rich and varied curriculum with each new topic starting with a memorable experience such as visit to the local town, Stone Age man visit, musical performances, RNLI, dentist visit. Along with this we have enrichment weeks for PE, Wellbeing & science. Residential journeys take place in Year 4 and 6. A list of activities has been created to give our children a wide range of experiences.• We use technology to enhance our learning and facilitate home learning.• The PSHE curriculum is enhanced through participation in Junior Good Citizen (Y6), Bikeability, Walk Safe, First Aid and Fire Safety talks, thus preparing pupils for life in modern Britain and understand how to be responsible active citizens that contribute positively to society.• Our school has well established systems of support, including strong links with external agencies, such as Speech & language teams, specialist teachers, social services and parent support advisor.• Pupils are encouraged to participate in a range of community events to develop their understanding of community cohesion and collaborative working. Pupils have strength of voice through the school worship, class and eco councils. They have recorded a number of successful actions including school charity fundraisers, sending Christmas cards to shielding villagers, visiting local care homes (creating crafts and singing with the residents), collecting food for the local foodbank• We offer a range of after school clubs including football, judo, dodgeball and coding. We also peripatetic music lessons as well as inviting performers into school.• Annual participating in WOMAD develops and understanding of diversity whilst encouraging participation with local schools and professional musicians and dancers from around the world.	<ul style="list-style-type: none">• To further develop the pupils as leaders of the wider curriculum

<ul style="list-style-type: none"> • All children have an opportunity to participate in locally run PE festivals running throughout the school year. • Through a positive transition at Foundation Stage (starting school), Year 2 (Upper School site) and Year 6 (secondary school) in particular, our children are ready to move to their next challenge. Transition between classes is also supported each year to support children moving to their next class. • As a result of the wide range of experiences offered, children enjoy coming to school. • In response to Covid 19 and school closures, a well-being framework has been implemented to support pupils, parents and staff in readjustment, refocus and rebuild through the transition back to full time school learning. Good systems have been put in place for evaluating the impact of school closure on individual pupils and planning accordingly to meet need. 	
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Leadership and Management

Grade – At least good

Strengths (Evidence)	Areas for Development
<ul style="list-style-type: none"> • The headteacher and SLT are aware of areas for development (OFSTED, December 2018) • Since the last inspection the Head and Deputy Head have continued to work to secure necessary improvements, ensuring the school has high expectations and ambition. • Comprehensive, relevant and reflective action planning ensures the well informed strategies are put in place to sustain and develop provision and outcomes for all pupils. Through the work of the subject leader, well informed action plans are developed. • Staff share good practice and view teaching as a collective responsibility and are actively engaged in their own development. Through our performance management, systems are in place to 	<ul style="list-style-type: none"> • To ensure high standards provision for PP, SEND and vulnerable pupils are maintained and achievement gaps are minimised • Continue to develop the structure for how best to monitor curriculum subjects across the school (and two sites) to ensure a high quality of education is provided. • To ensure all safeguarding arrangements remain fully compliant and that all staff are aware of their role and are vigilant to risks • To ensure that statutory health and safety responsibilities are effectively managed and the school and its grounds are managed to a high standards • Governor terms of office and succession strategies established and enacted • To minimise financial risks and ensure continued financial stability • SEND monitoring system?

support teachers at all stages of their career, including NQT programmes, and developing excellent practice programmes that use structured coaching and mentoring to ensure strong teaching across the curriculum. This is evaluated through monitoring & observations of effectiveness undertaken by different members of staff. The impact of positive CPD is that staff are able to support the learning and good outcomes for their children.

- After school meetings and training days are used to enhance CPD of the curriculum and assessment but these are kept to a minimum to support staff well-being. All teachers have weekly additional non-teaching time to allow for planning, preparation and assessment.
- Staff are consulted regularly over the development and impact of policies and their opinions sought. Our handwriting policy was revised in 2020 to reflect our need to refocus on children's writing following lockdown.
- There is a highly constructive and ambitious dialogue between the school leadership and the governing body. Governors are well informed of the current school context and challenge regularly. Link governors are proactive in arranging meetings and visits with their subject lead. They have high expectations for outcomes and provision for pupils.
- Rigorous systems of governance hold the school to account very effectively and have sustained good outcomes for pupils.
- Progress of SEND children is monitored by the Inclusion Manager through review of IEPs, support plans and class concern sheets, class provision timetables and engagement with parents in face to face meetings. The Inclusion Manager liaises with the parent support advisor and external agencies and organises transition meetings for all new reception intake and for year 6 SEND children.
- The school dedicates considerable resources to supporting SEND and ensures all involved are appropriately trained. Appropriate training continues to be undertaken by Teachers & TA's to support the needs of our pupils. These include ELSA (Emotional Literacy Support assistants), supporting bereavement, social skills interventions,

<p>working with children in Trauma, TEAM TEACH, behaviour management, working memory, Dyslexia, ASD and ADHD. The impact of this is that staff are able to recognise, plan for and deliver interventions to support the learning for their children.</p> <ul style="list-style-type: none"> • Disadvantaged Learners in each year group are identified and planned for. Their learning is monitored and interventions put in place to support their learning to close the gap • Safeguarding procedures are robust with effect action taken where needed to ensure all pupils are safe. There are regular external audits of our safeguarding and Health and safety systems and an annual safeguarding report to governors. All staff receive annual safeguarding training in line with the latest guidelines. • There have been no staff complaints regarding bullying & harassment recorded in the last five years. • Leaders were quick to ensure good provision was identified and carried out during the school closure and planned for full reopening including adjustment to Autumn and Spring term provision that allows for successful transition for pupils and staff. 	
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The Quality of Early Years	
Grade – Good	
Strengths (Evidence)	Areas for Development
INTENT – What/Why/When	
<ul style="list-style-type: none"> • Our EYFS curriculum is responsive to pupil need and results in a variety of activities which stimulate interest and curiosity in all areas of learning this is supported by a well-resourced environment. Pupils develop learning approaches which are collaborative and sustain good levels of concentration and engagement. • Teaching illustrates how lessons are planned to build on and develop on previously learned skills. Children are taught through a cross-curricular topic approach and are actively encouraged to explore 	<ul style="list-style-type: none"> • To prepare for new Profile and Baseline Assessment so EYFS is compliant from September 2021 through CPD and reading • To develop inside and outside learning opportunities in EYFS through effective facilitation • To ensure children are Year 1 ready • To introduce maths mastery

<p>their environment and make appropriate choices through sharing and taking turns.</p> <ul style="list-style-type: none"> • Children with particular needs are catered for and in partnership with their parents. • Delivery of daily systemic phonics programme ensuring children have a secure knowledge of phonics and are able to write simple words and sentences • The environment is exciting and children are able to access resources. As a result they are able to develop independence and responsibility. 	
IMPLEMENTATION (HOW)	
<ul style="list-style-type: none"> • Systematic teaching of phonics alongside a home reading programme ensure reading is high profile. The children benefit from both independent, group and class reading activities. • Number is taught systematically and results in children applying these skills through their activities and work. • Children have access to milk/water and fresh fruit every morning for snack time. • Parents are actively engaged in supporting their children’s learning through ‘Come and Play’ sessions, visits, information evenings, parents evenings as well as interim reports and an annual summative report. • Children demonstrate independent and safe learning behaviours and are keen to take part as a result of clear structures and adult guidance imbedded in daily practice • The use of opportunities to read, write and count both indoors and outside results in a purposeful environment. • Quality of teaching is good • Quality of assessment is accurate • Moderation from the LA has verified that assessments made are accurate. Monitoring of pupil progress takes place regularly with the EYFS lead as well as the Headteacher. 	
IMPACT (OUTCOME)	

- | | |
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| <ul style="list-style-type: none">• All groups of learners make progress from their starting points. The percentage of pupils attaining GLOD has been in line with or above national percentages for the last two years.• Children are confident to take risks• Bristol Standards first cycle was achieved between March 2016 and 2019. The second cycle has begun.• Most children are Year 1 ready, post covid 19. | |
|--|--|