

Self-Evaluation 2019/20 Summary

School Context

Jubilee School is a mixed two form entry primary in a hugely diverse and vibrant area of Hackney in London. There is a wonderful mix of cultures and backgrounds in the school which is a buzzing community hub for families of the Cazenove Ward in Stoke Newington, N16. At Jubilee the children are at the heart of everything we do. The diverse community of children from all backgrounds is loved and celebrated. Throughout changes in leadership, the sense of striving to improve and provide the best education possible for the children has stayed constant. It is 12 years since the school's last inspection. The school self-evaluates rigorously and relentlessly and has a culture of high ambition and self-improvement. We are a reflective and out-facing school, working collaboratively with different organisations and forming a range of partnerships. These have included being part of the Hackney Teaching Schools Alliance as well as working with the Future Stars Alliance, regularly visiting other schools to collaborate and share our outstanding practice, and Jubilee teachers working across the borough as end of Key Stage moderators and SLEs. We pride ourselves on our quality first teaching from our Higher Level Teaching Assistants (HLTAs), teachers who are experienced and knowledgeable, and subject leaders who are passionate and always striving to improve. The learning environment encourages pupils to learn wherever they are within the school, which in turn supports the good behaviour and positive attitudes towards learning throughout the school. The school's outdoor environment in a crowded urban area is a huge asset, and the curriculum is planned to ensure it is well used.

Pupils on roll	436
PPG	22%
FSM	17%
EAL	42%
SEN	11%
EHCP / SSP	15 / 26

The Quality of Education

Curriculum design, coverage & appropriateness

Curriculum mapping developed by the school and some commercial schemes of work ensure a broad, balanced, rich and engaging curriculum, sequenced clearly and logically across all age groups from Early Years to Year 6. Pupils are given opportunities to consolidate key knowledge and apply their understanding in a range of new contexts to help them develop mastery.

Using the National Curriculum as a starting point, the school has a topic-based curriculum which draws on History, Geography, Art and Science themes for creative projects in English, Art, Music and the Humanities. In English topic-linked books are used as a stimulus for writing. In History and Geography children have a key learning question (KLQ), which acts as an enquiry thread throughout the topic, with a base of knowledge and understanding accrued during the unit to support them to address the KLQ rigorously. Learning objectives and progression in procedural knowledge are generated from Chris Quigley's Essentials Curriculum.

Some topics have been specifically developed in partnership with members of the school community and refined using feedback from teachers and pupils. The school ensures that the many rich cultural opportunities in the local area and across London are exploited with regular trips, visitors and collaborative projects.

The school has a curriculum that is sequenced to ensure that there is coherent progression in both the declarative and procedural knowledge that children learn. For example, in Maths the White Rose Schemes of Learning are followed and have been used to create a whole school Calculation Policy using Concrete, Pictorial, Abstract principles. As a result there is a very consistent approach throughout the school, with children able to build on their previous learning and explain how this has helped them to make progress. In Geography, children return to the topic of 'Where We Live: London' each year, but with a different focus, making links and expanding their knowledge. Teachers also use a mapping progression document created by the school to ensure systematic accrual of the procedural knowledge required for competent fieldwork. In music, children are taught key concepts and ideas around music. What they have learnt is continually rehearsed throughout the year, revisited and built on as they move through the school. Children who receive peripatetic lessons are often given opportunities to apply their instrumental skills in class music lessons to consolidate and work towards mastery.

Curriculum delivery

A uniform set of 'Conditions for Learning' are introduced and embedded in every year group at the start of the year. This ensures excellent behaviour for learning from pupils, efficient systems in each classroom and consistency across the school.

The general pedagogical approach is of clear direct instruction. Teaching observations show that throughout the school, staff provide concise modelling against success criteria so children understand what they need to do to be successful. A consistent approach supports children to become more independent learners as they start to manage their own progress against the success criteria.

Monitoring of teaching and learning shows teachers consistently have high expectations for all pupils including those with SEND, who are included in classroom learning the majority of the time. Learning is made accessible through differentiated teaching and resources. The majority of children are expected to complete the work set for the whole class, with challenge provided through engaging extension tasks (red hot challenges).

Forty two percent of the children are classed as EAL, much greater than the national average, and an inclusive and strategic approach is taken to addressing the needs of these learners. Oracy has been developed systematically across the school over the last few years. Partner talk is conducted according to consistent principles and discussion guidelines ensure all children are able to take part in extended structured conversations. Vocabulary is taught explicitly using the principles of the Word Aware programme at the start of lessons and revisited

The following areas are a focus to sustain high quality provision:

- 1) Continue focus on high quality phonics teaching in Reception and KS1 through ongoing CPD and tight monitoring
- 2) Fully embed the new White Rose schemes of learning to ensure consistent curriculum coverage throughout the school
- 3) Ensure consistently rigorous approach to Science teaching across the school including explicit teaching of vocabulary
- 4) Continue to refine and embed key learning questions in history and geography, ensuring children accrue crucial knowledge and skills to address questions proficiently
- 5) Continue dynamic approach to Early Years provision, ensuring joint working with Children's Centre, creative approach and smooth transition to KS1
- 6) Raise profile of learning times tables, especially for Year 4 pupils to ensure they are ready for the multiplication check in 2020

throughout the day and week. In English lessons children rehearse vocabulary and sentence types orally before writing and opportunities for performing finished work are built into lessons.

Further opportunities for improvement and rehearsal have been created through the introduction of automated learning systems over the last couple of years, enabled by a large suite of laptops deployed across the school. Times Tables Rock Stars, Spelling Shed, Mathletics, Navigo, Numbots, Memrise (for pupils new to English) and Accelerated Reader are used by pupils across Key Stages 1 and 2. All of these programmes have been specifically selected by the school because they provide the following benefits: personalised learning, instant feedback, motivation, time efficiency and supporting different learning styles.

Creative thinking and expression is valued and fostered across the curriculum through problem solving, open-ended tasks and a prominent place for the creative arts both in the timetabled curriculum and through extra-curricular enrichment activities.

There are strong systems for planning and teaching in place to ensure continuity in standards when teaching personnel change; as well as White Rose in Maths, the school follows Destination Reader in KS2, Le Jolie Ronde in Spanish, and the Jigsaw scheme in PSHE, and Read Write Inc. for phonics in KS1 and further up the school if needed. Training is provided for new staff by subject coordinators and senior leaders to ensure they become familiar with these schemes rapidly.

Twilight planning sessions each half-term allow teachers to discuss with each other and with coordinators their lesson sequences for the upcoming half-terms and ensure any changes are incorporated into their medium term plans.

Three data points and the use of an online assessment tool developed in Hackney- the 'Fundamentals' Tracker (Target Tracker in Reception) feed into pupil progress meetings where current and future provision for pupils is discussed between phase leaders, class teachers and SENCo where appropriate. Additional catch-up support for pupils who need it is put in place and reviewed. The school has also led the establishment of moderation events with other local schools: feedback from teachers shows these provide a valuable forum for professional dialogue and make the assessment process more meaningful.

Reading

The curriculum is designed to ensure that by the end of primary school, children can read fluently and expressively, will read for pleasure and have the skills to comprehend texts well and be familiar with a range of genres and text types as well as have a wide vocabulary.

Phonics using the Read Write Inc programme is taught rigorously from week 2 in Reception and throughout Year 1 and 2 until children have completed the programme. Ongoing assessments show pupils in Reception and KS1 make good progress from their starting points due to excellent teaching and adherence to the RWInc programme. Half-termly assessments track progress and allow for regular movement of groups to ensure children are always being challenged and enabled to move on. The lowest 20% are targeted and receive high quality 1:1 tutoring daily. A huge focus on CPD for all staff ensures the programme is delivered with fidelity: reading leads run fortnightly training for all staff teaching phonics to share best practice, as well as providing coaching and modelling during teaching time, a link from the local English Hub supports the reading leads and SLT with half-termly visits, and a RWInc trainer is also giving targeted follow-up support this year following comprehensive training at the end of the last academic year. Phonics is supported with high quality texts in story times and by using a text-based approach to writing throughout the school, where children are exposed to a range of high quality, usually topic-linked texts.

When children complete the phonics programme they move onto Destination Reader. This explicitly teaches a range of comprehension skills to facilitate engagement with texts over a range of genres on a deeper level. Vocabulary building is also at the heart of the programme and sessions start with a discussion of some of the aspirational key vocabulary children will encounter in their reading that day. The Reading lead undertakes regular learning walks giving constructive feedback and up to date resources to teachers to ensure the programme is delivered consistently and in line with the latest developments from Destination Reader forums.

Destination Reader also promotes reading for pleasure, with lots of structured, paired reading and discussion in every session. A love of reading is promoted throughout the school in many other ways, including through timetabled story times in every year group, a set of aspirational books in every key stage 2 year group assigned as the 'reading challenge' for the year, class visits to Clapton library, special events such as author visits, a reading breakfast for children and parents, book character dress-up, and celebrations of children's achievements in the Accelerated Reader programme including children who become 'Word Millionaires'.

Teachers ensure children who have completed the phonics programme are accessing books at the right level for them using accurate assessment systems, combining a test score from the Accelerated Reader programme and their own judgement made by listening to children read regularly and using the Fundamentals Assessment tracker.

Maths

A systematic transition to the White Rose Schemes of Learning over the last 2 years, supported by high quality CPD, additional resources and close monitoring, has created a consistent approach to number and calculation from Early Years onwards. Number sense and building fluency are part of daily practice, in lessons and through automated learning. Observations and monitoring show teachers are making good use of blocking topics, creating opportunities for consolidation of key procedural knowledge and allowing for carefully sequenced progression to support children to achieve mastery. Outcomes at the end of each key stage demonstrate strong progress and achievement at the end of KS2 is significantly above national averages.

Science

The school's Science curriculum ensures logically sequenced coverage using the National Curriculum units. The school has distilled the procedural knowledge required in the NC into 8 key Working Scientifically skills which are taught and consolidated each year as children move through the school. Some units have been incorporated into half-termly topics linking into other curriculum areas and using the school environment to enrich the children's learning.

As a result of the school making Science a priority for development this year, a programme of training and development of resourcing has led to

more changes in the teaching, learning and assessment of science across the school. Work scrutiny shows there is now more rigour in the teaching of key concepts and subject specific vocabulary, with teachers also assessing children's knowledge at the end of each unit.

PE

Children have access to outstanding P.E. provision. They are taught by an experienced specialist P.E. teacher, and all available facilities are exploited: the indoor hall, 'multi-use games area' (MUGA) outside, and local park for cross country and orienteering. Children in Year 1 also learn tennis weekly, and Year 3 and Year 5 complete a course in swimming. In addition children in year 6 go sailing on a local reservoir. Pupils also have the opportunity to take part in borough-wide competitions in orienteering, cycling, football, cross country, 'Personal Bests' and a triathlon established by Jubilee which has been growing over the last few years. As a result of these opportunities, sports have a high profile in the school and are very popular with all pupils.

Music

Music has a very high profile in the school and every child has a weekly music lesson, taught by a specialist music teacher who delivers a carefully planned and sequenced music curriculum making rich links to the children's topic learning. Every child from Y1-6 also attends a weekly singing assembly, and children in year 3 all learn the recorder. In addition to this basic offer, the school has 4 choirs, KS2 children are offered instrumental lessons, and there are many opportunities for musical performance throughout the year including talent shows, recitals in assemblies and end of term concerts. The most high-profile of these is the successful Disney Musical in Year 5, which has provided opportunities for many children to develop talents previously undiscovered. The school is working to regain its Artsmark status under the new framework, and is working on challenging targets around making links with other organisations and using art across the curriculum.

Feedback and Marking

The school has a live feedback and marking policy. During regular pupil conferencing children report teachers helping them during lessons to understand what they need to do to improve, using simple marking codes in English as well as highlighter pens in all subjects. Post-lesson feedback is provided to some pupils during weekly 'targeted pupil time', when teachers are released from class by phase leaders to support children who need pre- or post-teaching of key concepts.

Many of the school's experienced body of teachers have crossed phase so have a good understanding of progression across year groups; this has supported children with their transitions and ensured appropriate sequencing when planning.

Progress KS1-KS2	2017	2018	2019
Reading	3.29	2.23	4.82
Writing	1.42	0.54	1.77
Maths	3.77	1.99	3.23

Results

Pupils at the end of Key Stage 2 achieved well above national averages for the third year in a row in all areas. Disadvantaged pupils performed broadly in line with their peers and above national averages. Progress in all subjects was above average and significantly above average in reading. The percentage of pupils reaching greater depth in reading was the highest in the borough. Phonics screening scores were above local and national averages. Key Stage 1 results were in line with or just below national averages and increased provision and close tracking is in place to ensure under attaining pupils in that cohort make accelerated progress.

Standards	2017	2018	2019
EYFS	68	78	70
Phonics	93	79	88
KS1 EXS R-W-M	81 – 76 – 81	78 – 86 – 81	74 – 70 – 75
KS1 GDS R-W-M	25 – 22 – 24	29 – 22 – 26	26 – 19 – 28
KS1 RWM EXS - GDS	73 – 16	69 – 19	67 – 13
KS2 EXS R-W-M-GSP	89 – 88 – 91 – 91	80 – 86 – 88 – 88	84 – 91 – 91 – 89
KS2 GDS R-W-M-GSP	23 – 20 – 29 – 48	46 – 23 – 34 – 54	58 – 26 – 49 – 67
KS2 RWM EXS – GDS	84 – 7	75 – 18	84 – 19

Behaviour and Attitudes

Jubilee's school values of 'Respect', 'Excellence' and 'Friendship' weave through every aspect of the school life. They underpin the school's positive culture and children are able to explain the values and give examples of how they contribute to daily life in school. The school's excellent behaviour for learning and high academic achievement spring from our values. The school's positive behaviour policy has a heavy focus on praise and positive reinforcement. 'Conditions for Learning' established in every classroom and around the school at the start of the year and monitored continuously ensure a purposeful and motivated atmosphere towards learning. High expectations and clear boundaries ensure excellent behaviour- if a child does have a consequence there will always be a conversation about which value(s) were not adhered to and how to improve.

For pupils who require additional support with their behaviour, clear systems are in place to ensure they get the provision they need. Individual Behaviour Plans are created by class teachers and phase leaders and reviewed to track the impact of personalised targets. A dedicated teaching assistant for behaviour works dynamically across the school with a range of pupils, with a learning mentor available for additional pastoral support. There are strong communication channels between home and school and where appropriate, the school supports families to access external support. These methods of support have enabled individual children to make excellent improvements in their behaviour over time. The behaviour TA and learning mentor also run the Breakfast Club, ensuring targeted pupils have a positive start to the day and are ready to learn when the bell rings.

The school has a robust anti bullying and behaviour policy and children have a good understanding of what bullying is and how they can help by reporting if they see it happening. Learning about it is embedded into the PSHE curriculum in every year group and it has also been addressed in assemblies which have been rated as highly effective by teachers. Behaviour logs show incidents of bullying are unusual and are dealt with robustly- the school has set procedures as part of the behaviour policy which are followed closely if an incidence of bullying occurs.

Many opportunities have been created to regularly celebrate and reinforce children exemplifying the school

The following areas are a focus to sustain high quality provision:

- 1) Review behaviour policy to ensure it is meeting the needs of all pupils, conducting a survey of all stakeholders including pupils, staff and parents, and updating if necessary
- 2) Continue to celebrate high attendance monitoring and picking up on persistent poor attendance
- 3) Develop provision of playground activities and training of staff to ensure all children have opportunities to access a wider range of games and activities

values. Principally through awarding house points to children in class and around the school- in many classes teachers collate these using the 'dojo' web platform which children are highly motivated by. In Friday assemblies each week certificates are handed out for excellence in learning and citizenship, the 'Heads Treat' acknowledges a group of children who have exemplified the dining hall rules during lunchtimes through the week, there is an award for the class with the highest attendance of the week, as well as other certificates given out for milestones met in the many automated learning platforms which children often go the extra mile on at home. In addition, at the end of the year, two children in each year group are nominated for the 'Spirit of Jubilee Award', presented in a special ceremony with parents, for being a model pupil who lights up their class.

The school sees parents as partners in the education of our children, and parents regularly support in school. A team of volunteers help to run the library and read with children, musicians run expert workshops with the music teacher, and parent volunteers also help run our gardening sessions. The school PTA coordinates this formally, and ensures parents feel well-informed and supported about school life.

Pupil absence is monitored regularly with the Attendance Officer for the borough. Effective systems for monitoring and reporting authorised and un-authorised absences are embedded, complemented by an award in weekly assemblies to the class with the highest attendance. This has led to attendance that is now consistently higher than national average measures (95.7% 2018-19).

There are well-embedded systems of pastoral support. Vulnerable pupils are tracked closely and through regular communication between safeguarding leads, learning mentor, behaviour TA and SLT in weekly pupil monitoring meetings strategies for support are planned collectively. Any staff member can also make referrals to the learning mentor if they feel a child needs pastoral support and they are picked up rapidly. Vulnerable pupils in Year 6 are also supported through the 'Champion Programme', where an adult around the school is assigned a specific pupil to support for the year. This can take different forms: learning, mental well-being, encouragement or helping with absences and attendance.

Personal development

Jubilee's motto is 'Inspiring Imaginations': children at the school develop their confidence and creativity through music, drama, the arts, outdoor learning and enjoying sports at all levels.

Pupils are supported to become creative, independent learners with many opportunities for exploration and risk taking carefully planned into the curriculum and school day. Forest School in Early Years as well as other outdoor learning, and the many and various opportunities for children to express themselves and develop their creativity through art, sharing and performance are evidence of this. Every child enjoys regular gardening sessions in the school vegetable garden, learning more about food and sustainability issues while there. Children in Year 5 also travel to Kench Hill for a residential experience, and children in year 6 visit Cambridge University for an aspirational tour, as well as going camping at the end of the year. Pupil and parent feedback on these experiences has been universally positive. Independent learning is also fostered through the catch-up hub, where children take responsibility for their own progress using automated learning programs, with a staff member on hand for guidance and levels set by their teacher.

Opportunities for pupils to develop resilience and become collaborative team players are provided through many structured group activities and games, sports and creative projects. In the Year 5 Disney project for example, the whole year group works together, supporting each other in teams with distinct roles, to put together each element of the production with a tight deadline, from set design to choreography. The school achieves highly in sports competitions in the borough, last year taking top place in both girls cross country and orienteering competitions, and sweeping the cycling league with 1st 2nd and 3rd positions.

The school uses a mindful approach to PSHE, adapting the Jigsaw scheme of work to the needs of pupils. Children are introduced to a whole school theme in a half-termly assembly which is built on in lessons through supportive discussion and activities.

Children are encouraged to become responsible citizens in many ways; through aspects of the PSHE curriculum, in topic linked English activities such as writing letters to local and national politicians, when the school has been visited by councillors and members of the Youth Parliament, through the work of the green team on climate change, and in various fundraising activities- many of which have been organised by pupils. Children belong to Houses and the house points they earn for themselves are also collected and collated towards a whole school competition. Weekly citizenship awards are presented in assembly for those children who uphold the school values and show kindness and friendship to others.

There is a School Council for pupils from year 2. The children represent the views of their classes and learn about democratic processes, meeting local councillors to discuss issues. The school green team are highly engaged in raising awareness and making a difference on environmental issues. Older children can become house captains; they write an application describing how they would demonstrate leadership, promote the school values and express fund-raising ideas for the school and social causes. Children in these groups often present to their peers in class, to adults or in assemblies to the wider school, sharing their work and raising awareness of the issues they are campaigning on. Other school initiatives that foster pupils' personal development include playground friends, peer mentors, and peer reading buddies. Careful analysis of the groups of children taking on these additional roles in the school show they represent a diverse range from each cohort.

Pupils have a good understanding of how to keep safe and they report that they feel safe in the school. In order to ensure older children are well prepared for transition to secondary school, a police cadet programme has been introduced for year 6 pupils and for more vulnerable pupils the school continues to work with the highly successful mentoring programme 'Reach Out'. This helps support their understanding of anti-social behaviour and how best to avoid potentially harmful and damaging situations. Over several years Jubilee has worked in partnership with this programme as it has expanded across London and provided valuable feedback to help it become even more impactful.

There are a large number of extra-curricular activities available for children to sign up to and follow their interests. As well as musical instrument lessons and several choirs, there are before and after sports clubs including karate, fencing and tennis, art club, puppet club, drama, Spanish club, a STEAM club and more. Instrumental lessons especially are targeted at disadvantaged pupils and analysis shows an increase in the number and proportion taking them this year. There is also a popular playcentre which runs after school every day during term time. It offers a range of creative and sporting activities which follow children's interests, a snack and opportunities for safe free play with skilled and experienced staff.

The following areas are a focus to sustain high quality provision:

- 1) Ensure SRE policy and procedures reflect new government guidance
- 2) Strengthen links between School Council and other bodies in the school community e.g. PTA to provide support for ongoing projects

Leadership and management

Comprehensive action planning linked to school priorities ensures a strategic approach to school development and improving outcomes for all pupils. Both senior and middle leaders are actively engaged in school improvement and have a sense of collective responsibility.

Professional development for all staff is planned strategically and aligned to school priorities and an assessment of staff needs. A programme of high quality CPD is planned strategically for staff, with new initiatives planned to ensure they have time to embed and do not create unmanageable workload. Teachers have reported as very useful a system of focused observations and monitoring preceded by relevant training, and this system is used often to provide support and constructive feedback when embedding or refining systems across the school.

Staff are consulted on the format of various elements of CPD. Planning twilights for teachers were introduced during a curriculum review; following positive feedback from teachers on their usefulness and help workload management they have become a permanent fixture. A staff survey is also conducted to determine the balance of INSET days and twilights for the following year.

Senior leaders have developed robust systems to support teachers at all stages of their career including NQT programmes and the use of experienced staff for coaching and mentoring to ensure strong teaching across the curriculum. This is evaluated through monitoring and observations of effectiveness undertaken by a range of leaders including subject coordinators.

Performance Management systems are supportive but rigorous, with specific, nuanced targets set in collaboration with teachers who are then actively engaged in their own development and achievement of the targets. Progress on targets is evaluated formally in review meetings but also referred to when relevant in observation and work scrutiny feedback.

Staff are consulted regularly over the impact of policies and their opinions sought. The marking and feedback policy was revised as a result of this in 2018 led by the maths lead and a working party of teachers. It became a live feedback policy, eliminating ineffective and time-consuming practices while still supporting children to make progress and giving assessment information to teachers.

The wellbeing of staff is considered in many different ways and the level of staff retention is very high. Workload is always a consideration, evidenced by the review of the marking policy, giving teachers additional time out of class to complete coordinator roles, and using high quality schemes of work to reduce unnecessary creation of resources all support this. Unnecessary meetings are minimised, with parents' meetings, pupil progress meetings, performance management meetings and similar always taking place during directed time.

The school has arranged regular visits from a clinical psychologist who offers confidential support to any staff member with a professional or personal wellbeing issue through the WAMHS project. She has also run general training sessions on reflective practice, stress and wellbeing for pupils and for teachers, and on mindfulness. Content has been tailored according to suggestions from staff and feedback has been very positive.

Jubilee has a strong Governing Board led by a dedicated and enthusiastic Chair. Each governor has a link role focusing on a particular area of the school so that they are well informed about the current school context, meet with relevant coordinators and leaders, and challenge when necessary. All governors are deeply committed to the school and visit at various times throughout the year to see the day to day running of the school, attend special events, meet staff and submit reports to the Committees. The Resources Committee and Teaching & Learning Committee are sub-committees of the Full Governing Board. The Board has high expectations for outcomes and provision for pupils. Governors have undertaken regular skills audits and self-evaluations; their combined experience reflects a diverse range of skills. Systems of governance hold the school to account highly effectively and have sustained high quality outcomes for pupils.

The recently established PTA is a valuable fundraising body, and strong links are being forged both with the senior leadership team and the Governing Board to ensure strategic direction moving forward. As well as successful major events additional fundraising initiatives throughout the year have been planned.

Safeguarding

Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. There are regular external audits of the school's safeguarding and Health and Safety systems and an Annual Safeguarding Report to governors. Weekly pupil monitoring meetings focused on vulnerable pupils also allow for ongoing safeguarding concerns to be regularly reviewed and updated.

The Quality of Early Years

Jubilee nursery is a thriving, happy place, with a teacher and 2 NEOs working with a mixture of part time and full time children. A vibrant playground and an engaging and inviting indoor environment are staffed by enthusiastic, caring and creative professionals. Children blossom from their various starting points; on entry the experienced staff quickly assess needs and ensure children are exposed to appropriate learning opportunities both indoors and out, covering all the areas of the curriculum. The children enjoy creative arts, writing activities, number and shape play, dressing up and role play, book corner, physical play and small world play. There are also weekly P.E. and music sessions with the specialist teachers, and this year focused number sessions have been introduced successfully. As a result of the nursery's strong reputation, it is currently full with a waiting list.

Children settle quickly into Reception through a well-organised transition plan with some key events: a home visit, a teddy bears' picnic event in the school meadow, then a stay and play event. Good links with local nurseries ensure children with additional needs joining in reception from other providers have more visits and a smooth transition is planned with their key workers.

There is a topic based approach in Reception, with different topics each half-term which capture the children's

The following areas are a focus to sustain high quality provision:

- 1) Develop skills and knowledge of middle leadership through CPD
- 2) Support opportunities for middle leaders to engage externally e.g. SLEs, LA Moderation
- 3) The Governing Board to ensure good succession planning

The following areas are a focus to sustain high quality provision:

- 1) Develop and enrich the curriculum, ensuring a deeper focus on 'STEM' and art, and strengthening links to the key stage 1 curriculum

imaginations and allow for the foundations to be laid for key concepts about their knowledge and understanding of the world. Much of this is done with creative exploration through story, role play, writing, creative arts, physical play and number and shape activities. As in the rest of the school, high quality texts linked to the topics are often used as a basis for planning, and activities are also planned which follow the children's interests. There is also a rigorous approach to the teaching of phonics and early number. Every day the children have opportunities to learn outdoors, covering all the areas of the curriculum. There are also weekly P.E. and music sessions with the specialist teachers.

Every child in Nursery and Reception benefits from Forest School sessions each week in the school's various outdoor learning areas: the unique urban meadow, 'secret garden' and Forest School Base Camp. During the weekly sessions, children explore the natural environment, discovering creatures, playing in the mud kitchen, building dens, climbing and developing confidence. Children are encouraged to use tools and create dens, mixtures and natural sculptures in the environment. Through engaging in natural play, children's knowledge and understanding of the world, and care for the natural environment, develops markedly. As of this year all the teachers in Early Years are fully trained Forest School Practitioners, ensuring smooth timetabling and a large pool of expertise across the phase.

Parents are actively engaged in supporting their children's learning from an early stage, with support workshops provided on phonics and maths which have been well attended, as well as a popular 'maths games library' which runs in early years and KS1 supporting parent and child learning through games at home.

Effective regular communication with parents and carers in Reception and Nursery is enabled using the Tapestry platform. This 'online learning journey' is used to document learning observations on children as notes, photos or videos and can be securely accessed by parents using their phone or tablet at home, where they can comment. Parents can also upload their own observations too. The platform has proven extremely popular with staff and parents since being introduced and staff use iPads to make observations efficiently.

2) Introduce a STEM workstation area in each class, and plan for a weekly STEM investigation to be shared with parents

3) Plan and deliver STEM training sessions and team meetings to support staff

4) Introduce a half termly artist focus, and broaden opportunities for art activities relating to artist and book of the week