



SELF-EVALUATION

2024 - 2025

To be read alongside:

- *The School Improvement Plan for detail about school context, aims, vision and priorities;*
- *The 2023-24 & 2024-2025 Headteacher's reports to governors for actions and evaluation of impact;*
- *School visit reports, (Ofsted Jun 2024), peer review for validation of judgements.*

SELF EVALUATION 2024 – 2025

Our vision is one where parents, staff, governors and the community work together to provide the best possible education for all children in a secure, happy and stimulating environment.

Our values are: ‘Compassion, Achievement, Pride, Courage, Openness & Innovation’

School Context

Profile

- The current roll is 17, of whom 47% reside outside the catchment area.
- The school falls within the most sparsely populated district council area in England and Wales.
- 88.2% pupils are White British with English as their first language.
- 11.8% have English as an Additional Language.
- Percentage of children with special educational needs is 17.65% (3/17).
- Currently 5.88% of pupils are claiming free school meals and 5.88% of pupils are eligible for Pupil Premium.
- Attendance is a strength of the school and remained steady over the last three years at 96.77% for 2023-2024.
- There is no evidence that vulnerable groups show lower attendance.

School organisation

- School organisation is continually reviewed; ensuring class structures make best use of staffing expertise.
- The school is organised into two classes.
 - Class 1 is the EYFS (Reception) and Y1/2 pupils who are taught by an experienced Headteacher teaching 2 days and experienced teachers on main scale in 3 days a week.
 - Class 2 includes all KS2 (Y3, Y4, Y5 and Y6 pupils) taught by an experienced teacher on main scale, supported by experienced TA.
- Children are grouped according to ability for English and Mathematics and age appropriate for Science and PSHE.
- They are grouped in foundation subjects in a range of ways, according to subject and activity.
- Specialist French teacher.
- In the Early Years Foundation Stage (Reception) children are taught in a group, individually or observed and assessed on structured/child-initiated activities.

Community engagement and wider links

- Representation on the Governing body (all members reside within the Asby parish).
- Links with the Ankoma Dreamers, Mothers Union, village hall, Northern Inter School Christian Union (NISCU), Asby Churches Together.
- School has a website, Facebook and Instagram page.
- Attendance at, and participation in church services and other local events.
- Works very closely with thirteen geographically close schools (Eden Rural Alliance - ERA).
- School takes part in a wide range of sporting activities in the cluster at area, showing outstanding team and individual performances in a wide range of sports e.g. tag rugby, football, rock climbing, fell walking, paddle boarding.
- Regular Involved in a range of regular fundraising events – Upper Eden Foodbank, Macmillan, British Legion, Children in Need, Ankoma.

1. The Quality of Education – judgement GOOD with outstanding features	
<p>Strengths Outstanding</p> <ul style="list-style-type: none"> • AES meets all the criteria for a good quality of education securely and consistently. • The quality of education provided is exceptional. <i>Evidence: see good criteria evidence</i> • AES' curriculum intent and implementation are embedded securely and consistently across the school. • The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. • Pupils' work across the curriculum is consistently of a high quality. • Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. <p><i>Evidence: https://www.asby.cumbria.sch.uk/curriculum/ Ofsted 07.06.24 https://www.asby.cumbria.sch.uk/ofsted-reports/ Recommendation: In a small number of subjects, pupils struggle to recall some previous learning. This makes it hard for them to build up the body of knowledge that the school expects. The school should develop further ways to help them to remember and develop their learning over time.</i></p> <p>Good</p> <ul style="list-style-type: none"> • Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils (including pupils with SEND), the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>Evidence: https://www.asby.cumbria.sch.uk/curriculum/ Ofsted 07.06.24 https://www.asby.cumbria.sch.uk/ofsted-reports/ https://www.asby.cumbria.sch.uk/send/ 88.8% of parents & carers felt the school makes sure children are well prepared for the future (Parent & Carers Questionnaire January 2024) https://www.asby.cumbria.sch.uk/parent-carers-view/</i> • A broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout Years 3 to 6 <i>Evidence: https://www.asby.cumbria.sch.uk/curriculum/</i> • Reading is prioritised to allow pupils to access the full curriculum offer. <i>Evidence: https://www.asby.cumbria.sch.uk/english/ Ofsted 07.06.24 https://www.asby.cumbria.sch.uk/ofsted-reports/</i> • A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read. <i>Evidence: Reading Progression: https://primarysite-prod-sorted.s3.amazonaws.com/asby-endowed-school/UploadedDocument/848f70a0-f9f9-4843-8c1e-0bf23b9d2551/finished-reading.pdf Reading & Early Phonics: https://www.asby.cumbria.sch.uk/phonics-and-early-reading/ Ofsted 07.06.24 https://www.asby.cumbria.sch.uk/ofsted-reports/</i> • The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. <i>Evidence: Reading & Early Phonics: https://www.asby.cumbria.sch.uk/phonics-and-early-reading/ Ofsted 07.06.24 https://www.asby.cumbria.sch.uk/ofsted-reports/</i> • AES' curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. 	<p>Areas for further improvement</p> <p>SDP Priority: 1 & 2</p>

Red – Not secure

Amber – Working Towards
as at 29th December 2024

Green – Secure

Evidence: <https://www.asby.cumbria.sch.uk/curriculum/> & subject progression documents
Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Evidence: <https://www.asby.cumbria.sch.uk/curriculum/>
Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>
<https://www.asby.cumbria.sch.uk/send/>

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.

Evidence: Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>
Pupils benefit from specialist teaching in Modern Foreign Languages. Teachers' subject knowledge is strong; we ask challenging questions effectively. Subject matter clearly, responding and adapting as necessary continually checking children's understanding.
Headteacher learning walks, peer observations, book scrutinise.

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

Evidence: Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>

- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Evidence: Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>
Headteacher learning walks.
Teacher have identified that to be better writers, our pupils must become better talkers. Staff model speaking and listening.

- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Evidence: Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>

- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.

Evidence: <https://www.asby.cumbria.sch.uk/curriculum/>
Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>

- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

Evidence: <https://www.asby.cumbria.sch.uk/curriculum/>
Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>

- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

Evidence: <https://www.asby.cumbria.sch.uk/curriculum/>
Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>
School termly assessment weeks, whole school tracking data including SEN and PP. Tracking since 2019 for Reading, Writing, SPAG and Maths for Y2 and Y6 end of Key Stage Expectations as well as 5-year average against current national averages.
Teachers carefully consider how skills and knowledge are embedded to enable pupils to make good progress. We create an environment that focuses on pupils. Textbooks and teaching materials clearly support the intent of a coherently planned curriculum.

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| <ul style="list-style-type: none"> Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
Evidence: https://www.asby.cumbria.sch.uk/remote-learning-1/ Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
Evidence: https://www.asby.cumbria.sch.uk/curriculum/
Ofsted 07.06.24 https://www.asby.cumbria.sch.uk/ofsted-reports/ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.
Evidence: https://www.asby.cumbria.sch.uk/curriculum/
Ofsted 07.06.24 https://www.asby.cumbria.sch.uk/ofsted-reports/ Where available, impact is reflected in results from national tests that meet government expectations.
Evidence: https://www.asby.cumbria.sch.uk/curriculum/
Ofsted 07.06.24 https://www.asby.cumbria.sch.uk/ofsted-reports/
https://www.asby.cumbria.sch.uk/performance-data/ Pupils are ready for the next stage of education. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes.
Evidence: https://www.asby.cumbria.sch.uk/curriculum/
Ofsted 07.06.24 https://www.asby.cumbria.sch.uk/ofsted-reports/
https://www.asby.cumbria.sch.uk/send/ | |
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2. Behaviour and Attitudes – judgement GOOD with outstanding features	
<p>Strengths Outstanding</p> <ul style="list-style-type: none"> AES meets all the criteria for good in behaviour and attitudes securely and consistently. Behaviour and attitudes are exceptional. Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the AES takes intelligent, fair and highly effective action to support them to succeed in their education. <p><i>Evidence: Ofsted 07.06.24 https://www.asby.cumbria.sch.uk/ofsted-reports/</i></p> <p>Good</p> <ul style="list-style-type: none"> AES has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion). <i>Evidence: No suspensions over the last 15 years.</i> Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. <p><i>Evidence: Ofsted 07.06.24 https://www.asby.cumbria.sch.uk/ofsted-reports/</i> Behaviour Policy: https://primarysite-prod-sorted.s3.amazonaws.com/asby-endowed-school/UploadedDocument/367fcb08-7f2e-44fb-97ff-e71d2ec68785/2023-2024-behaviour-policy.pdf Attendance Figures: 21/22 - %; 22/23 - %; 23/24 – 96.79% Attendance Policy: https://www.asby.cumbria.sch.uk/attendance/ Parent & Carers Survey January 2024: https://www.asby.cumbria.sch.uk/parent-carers-view/</p>	<p>Areas for further improvement</p> <p>SDP Priority: 3</p>

3. Personal Development – judgement GOOD with outstanding features

Outstanding

- AES meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.
- AES consistently promotes the extensive personal development of pupils. AES goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils (including those with SEND), consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Evidence: Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>

Curriculum: <https://www.asby.cumbria.sch.uk/curriculum/>

Wellbeing & Pastoral Care: <https://www.asby.cumbria.sch.uk/wellbeing-and-pastoral-care/>

Events: <https://www.asby.cumbria.sch.uk/stream/news/full/1/-//>

Newsletters: <https://www.asby.cumbria.sch.uk/stream/newsletters/full/1/-//>

Parent & Carers Survey January 2024: <https://www.asby.cumbria.sch.uk/parent-carers-view/>

Good

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the AES effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- AES provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- AES provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- AES prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- AES promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- AES provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Evidence: Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>

Curriculum: <https://www.asby.cumbria.sch.uk/curriculum/>

Wellbeing & Pastoral Care: <https://www.asby.cumbria.sch.uk/wellbeing-and-pastoral-care/>

Areas for further improvement

SDP Priority: 1, 2 & 3

Red – Not secure

Amber – Working Towards
as at 29th December 2024

Green – Secure

Events: https://www.asby.cumbria.sch.uk/stream/news/full/1/-// Newsletters: https://www.asby.cumbria.sch.uk/stream/newsletters/full/1/-// Parent & Carers Survey January 2024: https://www.asby.cumbria.sch.uk/parent-carers-view/	
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4. Leadership and Management – judgement GOOD with outstanding features

Strengths **Outstanding**

- The school meets all the criteria for good in leadership and management securely and consistently.
- Leadership and management are exceptional.
- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

Evidence: Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>

Curriculum: <https://www.asby.cumbria.sch.uk/curriculum/>

Wellbeing & Pastoral Care: <https://www.asby.cumbria.sch.uk/wellbeing-and-pastoral-care/>

Parent & Carers Survey January 2024: <https://www.asby.cumbria.sch.uk/parent-carers-view/>

Good

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Governors understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Governors ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- Safeguarding is effective.

Evidence: Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>

Curriculum: <https://www.asby.cumbria.sch.uk/curriculum/>

Wellbeing & Pastoral Care: <https://www.asby.cumbria.sch.uk/wellbeing-and-pastoral-care/>

Parent & Carers Survey January 2024: <https://www.asby.cumbria.sch.uk/parent-carers-view/>

Governors: <https://www.asby.cumbria.sch.uk/topic/governors>

Areas for further improvement

SDP Priority: 4

5. Early years Education– judgement GOOD with outstanding features

Red – Not secure

Amber – Working Towards
as at 29th December 2024

Green – Secure

<p>Strengths Outstanding</p> <ul style="list-style-type: none"> • The school meets all the criteria for good in the effectiveness of early years securely and consistently. • The quality of early years education provided is exceptional. • The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. • The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. <i>Children, including those from disadvantaged backgrounds, do well.</i> Children with SEND achieve the best possible outcomes. • Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties. <p>Evidence: Ofsted 07.06.24 https://www.asby.cumbria.sch.uk/ofsted-reports/ Curriculum: https://www.asby.cumbria.sch.uk/curriculum/ EYFS: https://www.asby.cumbria.sch.uk/early-years-foundation-stage/ Early Reading & Phonics: https://www.asby.cumbria.sch.uk/phonics-and-early-reading/ Wellbeing & Pastoral Care: https://www.asby.cumbria.sch.uk/wellbeing-and-pastoral-care/ Events: https://www.asby.cumbria.sch.uk/stream/news/full/1/-/ Newsletters: https://www.asby.cumbria.sch.uk/stream/newsletters/full/1/-/ Parent & Carers Survey January 2024: https://www.asby.cumbria.sch.uk/parent-carers-view/</p> <p>Good</p> <ul style="list-style-type: none"> • Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly disadvantaged (including those with SEND), the knowledge, self-belief and cultural capital they need to succeed in life. • The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. • There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. • AES' approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. • AES has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs. • Children benefit from meaningful learning across the curriculum. • Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. • Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary. • Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. • Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum 	<p>Areas for further improvement</p> <p>SDP Priority: 1, 2, 3 & 4</p>
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Red – Not secure

Amber – Working Towards
as at 29th December 2024

Green – Secure

provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the 'Statutory framework for the early years foundation stage', which set out the personal, social and emotional development (PSED) area of learning). Leaders and other staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including details about the school's method of teaching reading and how to help their children learn to read.
- Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially for Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

Evidence: Ofsted 07.06.24 <https://www.asby.cumbria.sch.uk/ofsted-reports/>

Curriculum: <https://www.asby.cumbria.sch.uk/curriculum/>

EYFS: <https://www.asby.cumbria.sch.uk/early-years-foundation-stage/>

Early Reading & Phonics: <https://www.asby.cumbria.sch.uk/phonics-and-early-reading/>

Wellbeing & Pastoral Care: <https://www.asby.cumbria.sch.uk/wellbeing-and-pastoral-care/>

Events: <https://www.asby.cumbria.sch.uk/stream/news/full/1/-/>

Newsletters: <https://www.asby.cumbria.sch.uk/stream/newsletters/full/1/-/>

Parent & Carers Survey January 2024: <https://www.asby.cumbria.sch.uk/parent-carers-view/>

Performance Data Y2 and Y6 results over the years

Y6 expected standard or higher	Reading		Writing	SPAG		Maths		Reading, Writing and Maths	
	SATS	TA		SATS	TA	SATS	TA	SATS	TA
2020	50%	50%	50%	50%	50%	50%	50%	50%	50%
2021	100%	100%	0%	100%	100%	100%	100%	0%	0%
2022	100%	100%	50%	100%	100%	100%	100%	50%	50%
2023	33%	67%	33%	67%	67%	33%	33%	33%	33%
2024	33%	67%	100%	67%	100%	67%	67%	33%	67%
Over 5-year period	54.6%	72.73%	54.6%	72.8%	81.81%	63.7%	63.7%	36.4%	45.45%
	2024 National: 74%		2024 National: 72%		2024 National: 72%		2024 National: 73%		2024 National: 81%

Y6 Greater depth	Reading		Writing	SPAG		Maths		Reading, Writing and Maths	
	SATS	TA		SATS	TA	SATS	TA	SATS	TA
2020	50%	50%	50%	50%	50%	50%	50%	50%	50%
2021	0%	0%	0%	0%	0%	0%	0%	0%	0%
2022	0%	0%	0%	0%	0%	0%	0%	0%	0%
2023	0%	0%	0%	0%	0%	33%	33%	0%	0%
2024	33%	33%	33%	33%	33%	0%	33%	33%	33%
Over 5-year period	18.2%	18.2%	18.2%	18.2%	18.2%	18.2%	27.27%	18.2%	18.2%
	2024 National: 28%		2024 National: 13%		2024 National: 32%		2024 National: 24%		2024 National: --%

Y2 expected standard or higher	Reading	Writing	SPAG (Optional)	Maths	Reading, Writing and Maths
2020	67%	67%	67%	67%	67%
2021	50%	50%	50%	100%	0%
2022	100%	100%	100%	100%	100%
2023	50%	50%	50%	50%	50%
2024	No pupils in Year 2				
Over 5-year period	66.6% (2023 National: 69%)	66.6% (2023 National: 61%)	66.6%	77.7% (2023 National: 72%)	55.5% (2023 National: 56%)

Y2 Greater depth	Reading	Writing	SPAG (Optional)	Maths	Reading, Writing and Maths
2020	33%	33%	33%	33%	33%
2021	50%	50%	50%	50%	50%
2022	0%	0%	0%	0%	0%
2023	50%	0%	50%	50%	0%
2024	No pupils in Year 2				

Red – Not secure

Amber – Working Towards
as at 29th December 2024

Green – Secure



Over 5-year period	33.3%	22.2%	33.3%	33.3%	22.2%
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Red – Not secure

Amber – Working Towards
as at 29th December 2024

Green – Secure