

Quality of Education

- A broad and ambitious curriculum has been developed for all pupils from the early years to Year 6, including those with special educational needs and disabilities (SEND).
- A high priority on reading, ensuring that children in the early years and pupils in Key Stage 1 get a successful start.
- Effective and well-ordered phonics programme is in place, taught by confident staff with strong subject knowledge.
- Pupils become fluent and accurate readers, with older pupils showing enthusiasm for reading and sharing book recommendations among peers and with teachers.
- Essential knowledge and vocabulary for each subject area have been clearly identified, with staff receiving appropriate training to implement the curriculum.
- Learning is adapted effectively to meet the differing needs of pupils in mixed-age classes.
- Early years children benefit from a well-resourced indoor and outdoor learning environment.
- Teachers perform regular checks to ensure pupils retain and recall their learning over time.

Behaviour and Attitudes

- Pupils enjoy coming to school, with good rates of attendance and rare instances of regular absences.
- Pupils' behaviour and attitudes are positive, contributing to a purposeful learning environment.
- Staff quickly identify additional needs of pupils with SEND and ensure effective communication with parents, carers, and other professionals. This ensures these pupils receive the necessary support to follow the curriculum and achieve well.
- Pupils experience a broad range of activities that enhance their understanding of the world, including learning about physical and mental health, healthy and unhealthy relationships, and safety in various situations.

Personal Development

- Excel in enhancing pupils' spiritual, moral, social, and cultural development.
- Pupils develop a strong sense of community and actively participate in community events and projects.
- A series of well-planned trips and school visitors help pupils understand different cultures and beliefs.
- Pupils are well-prepared for life in modern Britain, understanding concepts like democracy.

Leadership and Management

- School's leadership team prioritises staff well-being and workload, ensuring staff feel well-supported in managing the demands of working in a small school environment.
- Staff report high levels of job satisfaction and pride in their roles at the school.
- Governors are actively involved in school life, with a comprehensive understanding of the school's strengths and areas for development. They are committed to seeing the school grow and thrive.

SIP 1 – Quality of Education (as whole)

- Ofsted 07.06.24 AFI: *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.* To develop Flashback 4 across the curriculum. Identify links between units of work and possible questions to develop learning over time. Ensure FFT Aspire reflects the curriculum and any changed made during subject reviews

SIP 2 – Quality of Education subjects

- **SIP 2a – English:** Writing – review EYFS/KS1 long term plan; ensure high standards of English across the curriculum; poetry workshops. Reading/Phonics – consistent approach in teaching activities; use of Sounds Write approach in KS2 for teaching of spellings; author visits
- **SIP 2b – Maths:** To plan and deliver Maths using White Rose resources and then assess the impact. If successful, review progression document, calculation policy etc. Attend NCTEM KS1 Mastering Numbers course.
- **SIP 2c – Science (STEM):** develop links to AGS. Research STEM courses in York
- **SIP 2d – Foundation Subjects**
 - History – identify 'golden theme – settlements' and ensure progression/units of work reflect this theme; local links within the curriculum; for each unit of work identify the key substantial knowledge (4/5 statements).
 - Geography – develop place and locational knowledge – use of quizzes at lunchtime.
 - Wilderness Days to develop map skills; local links within the curriculum; for each unit of work identify the key substantial knowledge (4/5 statements) that the children need to know.
 - Computing – progression document review to include the use of AI.
 - PE – Learning Outside the Classroom; UDance
 - RE&WV – multi-disciplinary approach planned
 - Music – Complete DfE Music plan; identify composer of ½ term; lunchtime instrumental club
 - Art & DT – diversity and local links; establish links with AGS
 - PSHE & RSHE – interweave protected characteristics and diversity throughout the curriculum; Emotion Literacy Support Assistant training

SIP 3 – Personal Development and Behaviours and Attitude

- Interweave protected characteristics and diversity throughout the curriculum. Learning Over time – Flashback 4 (see SIP 1). Inspiration Speakers. Year 5/6 Spring residential – change of location: Liverpool.

SIP 4 – Leadership

- Pupil numbers. Governor succession planning. Staff CPD: Michelle – NPQEL; Jack – Senior Teacher role. Staff wellbeing. Financial sustainability over the next 3 – 5 years. Sustainable, timetabled programme of Health & Safety and repairs.

