

Stuart Road Primary Academy

ECM Self-Evaluation Summary 2024-2025

Head Teacher: Britta Nicholls Updated: July 2024



Contextual Information

YEAR	PUPILS (No.)	BOY (%)	GIRL (%)	PP/Ever 6 (%)	SEND (%)	EAL (%)	LAC (%)	Mobility Leavers			Mobility Joiners			Absence			
								Aut	Spr	Summer	Aut	Spr	Summer	??	??	??	
School	190																
Reception	29																
Year 1	20	50	50	15	15	45	0										
Year 2	26	36	65	28	12	24	0										
Year 3	29	38	62	31	14	35	0										
Year 4	27	52	48	52	15	15	0										
Year 5	30	57	43	27	10	17	0										
Year 6	29	52	48	45	17	31	0										

Previous Inspection: Outstanding/ **Good**/ Requires Improvement/ Inadequate (3rd and 4th November 2021)

	AREAS FOR IMPROVEMENT (AFI):	IMPACT OF ACTIONS TAKEN TO ADDRESS (AFI):
1. Good, November 2021	<ol style="list-style-type: none"> Leaders have not identified most important knowledge for pupils to learn in some subjects. As a result, teachers and pupils are not fully clear what they should focus on. Leaders should clearly identify the knowledge that they intend pupils to remember in the long term, in each subject. Leaders have not yet agreed how they will check that pupils have learned the curriculum in some subjects. Therefore, leaders are not clear whether pupils recall and use knowledge as well as they could. Leaders should ensure that assessment is used effectively to help pupils to embed knowledge and fluently in all subjects, 	<ol style="list-style-type: none"> Through use of ROCKS cards and slides key knowledge, skills and vocabulary are identified for 5 x foundation subjects. Knowledge organisers list key knowledge, skills and vocabulary that is shared with pupils and families at the start of each project. Adapt and adopt approach used for pupils with SEND to ensure key knowledge, skills and vocabulary are learned, remembered and applied. End of unit assessments using quizlets for history, geography and science. Art and DT recorded in sketchbooks and projects books respectively, evaluations indicate level of knowledge acquired. Computing, RE, PHSE and MFL recorded in project books, where applicable, with reflections on learning indicating what has been remembered. PE assessments using REAL PE Evidence of Music learning uploaded to Charanga

Supporting Evidence

DOCUMENTS (including historical assessment info summary)	DOCUMENTS (including historical assessment info summary)
<ul style="list-style-type: none"> Knowledge rich projects overviews (Y1 to Y6) EYFS curriculum overview showing links made with subject areas. Subject Leaders action plans Assessment points, assessment evidence gathering, AfL for next steps. 	

Overall Effectiveness Judgement

ASPECTS:		KEY PRIORITY AREAS – From Self Evaluation Conducted in 2024-2025 & for School Impact Plan
Quality of Education:		1. SEND AA approach – impact? Reading Provision/Phonics Oracy Writing
Behaviour and Attitudes		2. Attendance
Personal Development		3. Cultural diversity Extra-curricular opportunities accessed by all
Leadership and Management		4. Development of subject leads
Quality of Early Years Education		5. Curriculum design and implementation development of staff Learning outcomes for all

ASPECTS:		OVERALL, LEADERS JUDGE THE QUALITY OF EDUCATION TO BE GOOD, THIS JUDGEMENT IS BASED ON:			DEVELOPMENT AREAS:	
INTENT- The Curriculum is Broad & Ambitious for all Pupils		2A	<p>INTENT (Curriculum design meeting pupils' needs/ adaptation/ planning & sequencing to clear end points)</p> <ul style="list-style-type: none"> Our school curriculum has been designed to be progressive so that knowledge and skills build to year group and key stage end points through Knowledge Rich Project (KRPs). It is also sequenced in lessons and planned skillfully by teachers to build on prior knowledge and learning, step by step. Most teachers make appropriate adaptations to enable all pupils to make good or better progress in lessons, including those with SEND, and this is evidenced through regular monitoring by school leaders. As a reading school, the teaching and learning of phonics has priority to allow all pupils full access to the curriculum. The reading curriculum is rigorously planned and sequenced to develop pupils' fluency, confidence and enjoyment in reading, as evidenced through regular monitoring and end of key stage outcomes. <i>Supporting evidence is:</i> Curriculum reviewed and amended to fit the needs of the school and it's pupils. Curriculum offer provides all pupils with broad and ambitious curriculum which is seen in project books. DIS pupils are 32% of school's demographics, historical data shows they achieve well, and in some instances, above national. (Whole School data 2022, 2023). <i>ROCKS approach which children are familiar with, and apply in foundation subjects lessons, evidenced through monitoring of</i> 	<p>IMPLEMENTATION (Teaching Learning/ Assessment/Planning/ POS- key knowledge & long term memory)</p> <ul style="list-style-type: none"> Our school's curriculum is planned and sequenced towards knowledge and skills including adaptation to meet the needs of SEND pupils. Teachers use their subject knowledge, feedback and challenge to provide high quality learning experiences through Knowledge Rich Projects (KRPs). Teaching supports knowledge development and enables pupils to make connections in long term memory. Teaching materials and approaches reflect ambition, sequenced in knowledge and skills that supports curriculum intent across the school. This is supported through the use of ROCKS approach in all classes. The impact of teachers' assessment shows that knowledge is embedded, checks understanding and informs next learning steps. Assessment is used to understand starting points and address gaps. Most staff demonstrate high expectations and challenge for all pupils. Through modelling, teachers use their own speaking, listening, writing and reading of English to support pupils in developing their language and vocabulary knowledge. <i>Supporting evidence is:</i> <i>Monitoring regularly throughout school year. Feedback provided and next steps actioned. Subject leads' action plans, staff INSET, CPD from Cornerstones.</i> <i>Books, data outcomes, lesson observations, pupils outcomes, whole school data.</i> <i>ROCKS cards, KO – does monitoring show this to year group outcomes?</i> <i>Adapted quizlets used for end of unit</i> 	<p>IMPACT (Standards-End of KS Outcomes/ In school Outcomes/ Explicit end points)</p> <ul style="list-style-type: none"> Most pupils develop detailed knowledge and skills that they can know, remember and apply in year group and key stage end points. The impact of the school's curriculum is that most pupils achieve well and are equipped to enter the next stage of their education, including those with SEND. This is reflected in end of key stage outcomes. The school's reading curriculum allows pupils to read widely and often, with fluency and comprehension appropriate to their age and with an emphasis on reading for pleasure. The school's maths mastery curriculum enables most pupils to apply mathematical knowledge, concepts and procedures appropriately for their age. The impact of the school's curriculum offer is shown in end of year results and achievement in national tests which have been strong. <i>Supporting evidence is:</i> Reading data results strong at end of both key stages Maths outcomes strong due to subject lead and mastery approach. Teachers receive high quality and regular CPD to be confident with delivery and subject knowledge. 	<p>INTENT:</p> <ol style="list-style-type: none"> A= New subject leads in place A= Adapt and adopt approach to curriculum implemented last academic year. Evidence of coding used in books, however, needs monitoring to measure impact of this. M= Adapt and Adopt curriculum coding approach M = Is cultural capital known? Need more information on this through leaders monitoring. M= Adapt and Adopt approach impact to be monitored and impact shared. M= Is there an expectation of key knowledge to be learned by particular pupils. M= Are gaps being addressed quickly? How do we know? <p>IMPLEMENTATION:</p> <ol style="list-style-type: none"> A = How does curriculum offer develop SEND knowledge and skills? SENDCo monitoring and actions. A= Measure impact of ROCKS cards and pupils' knowing more. A= How is assessment used and impact measured? M= Need to monitor this and gain better overview of how this looks. <p>IMPACT:</p> <ol style="list-style-type: none"> M= Impact measured – what are pupils' outcomes? A= Book looks, quality of teaching A= How are SEND pupils' outcomes acknowledged through small steps approach – SENDCo. What is the impact of AA coding and approach?
a)	Curriculum - Breadth & ambition for all pupils (inc. SEND & DAP) - securing knowledge & culture capital for success in life.	2B				
b)	Curriculum - Access to broad & ambitious curriculum that undergoes regular adaptations in pupils' best interests,	2A				
c)	Curriculum – Broad & balanced curriculum /subjects	2A				
d)	Sequential teaching of reading impact, (inc phonics) - securing fluency, confidence and enjoyment of reading across the full curriculum. <i>At all stages reading attainment assessed and gaps addressed quickly.</i>	2A				
e)	Phonics knowledge & language comprehension, securing foundations for future learning	2B				
	<input type="checkbox"/> OUTSTANDING - The quality of education provided is exceptional – (this relates to all 3 I's)					
	<input type="checkbox"/> OUTSTANDING - Intent is strong, known and implemented through firm & common understanding across the school					
	IMPLEMENTATION- The planning & implementation of the curriculum supports a strong impact on pupils' learning					
f)	Curriculum- Planned & Sequenced towards knowledge & skills for future learning – including adaptation for SEND pupils.	2A				
g)	Teacher's subject knowledge, feedback, deepening, challenging & supporting learning	2B				
h)	Teaching supporting knowledge development & connections in long term memory	2A				
i)	Teaching materials and approaches reflect ambition, sequenced in K & S and support curriculum intent	2A				
j)	Impact of teachers'/ leaders' assessment - embedding knowledge, check understanding & informing teaching	2A				
k)	Staff's high expectations meet curriculum aims- challenge for all pupils- developing knowledge	2B				
l)	Staff strong role models in language and vocabulary development – S&L, reading, writing	2B				
	<input type="checkbox"/> OUTSTANDING - Implementation consistently strong- embedded securely and consistently					
	<input type="checkbox"/> OUTSTANDING - Across the whole school, lessons deliver the curriculum INTENT.					
	<input type="checkbox"/> OUTSTANDING - Over time & consistently, curriculum aims are met- all pupils challenged: gain the knowledge & skills for future learning & employment.					
	IMPACT- The impact of the curriculum which pupils receive is strong, including for disadvantaged pupils and pupils with SEND.					
m)	Pupils detailed knowledge & skills across the curriculum (as seen in national tests/ results).	2A				
n)	Quality of work across the curriculum of good quality	2B				
o)	Reading - widely & often-age appropriate fluency & comprehension, preparing for next stage Maths-age appropriate application of knowledge, concepts & procedures	2B				
p)	Preparation for the pupils' next stage of education, learning or employment. Inc. best outcomes for SEND	2B				

<p>□ <i>OUTSTANDING - Pupils' work across curriculum consistently of high quality</i></p>		<p><i>books and pupil voice.</i></p>	<p><i>assessments.</i></p>		
<p>□ <i>OUTSTANDING - Pupils achieve highly, particularly DAP. SEND achieve exceptionally well</i></p>		<p><i>Curriculum monitoring by all leaders, provides next steps. Curriculum changed to offer key and essential knowledge and skills taught within a tight timescale and timetabling implications.</i></p> <p><i>RWI, AR and reading for pleasure, whole school approach. Reading books, pupil voice, PIRA assessment, SATS outcomes.</i></p> <p>The overall impact of our curriculum INTENT is to provide a broad, ambitious curriculum underpinned by high quality reading.</p>	<p>The overall impact of our curriculum IMPLEMENTATION is to provide consistent high quality delivery of our curriculum.</p>		

OVERALL QUALITY OF EDUCATION KEY PRIORITIES:

1.Embed, broad, experience and vocabulary rich curriculum accessible to all.

Behaviour and Attitudes		1/2/3/4
ASPECTS:	OVERALL, LEADERS JUDGE BEHAVIOURS & ATTITUDES TO BE GOOD. THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:
a) School's consistent high expectations of behaviour, conduct & routines reflected in pupils' manner	2A	<ol style="list-style-type: none"> Attendance to be consistently in line with national or above. To support PA children and their families to overcome barriers to attend school. <p>A= Reaching disengaged families work with EWO service, FOMO, curriculum events.</p>
b) Positive environment & impact of anti-bullying approaches	2A	
c) Pupils' attitudes, commitment, pride & resilience in learning	2A	
d) Attendance, punctuality & exclusions - taking into account the pandemic.	2A	
e) Positive relationships, culture & safety	2A	
<p>OUTSTANDING - Behaviour & Attitudes are exceptional</p> <p>OUTSTANDING - Pupils high levels of respect, commonalities identified & celebrated</p> <p>OUTSTANDING - Pupils highly positive attitudes, commitment & resilience. Pupils contribution to the life of the school/well-being of others</p> <p>OUTSTANDING - Pupils behaviour/ self-control. Actions taken by school to support pupils in challenging circumstances to succeed in education</p>		
<p>Behaviour curriculum, behaviour policy, conduct of pupils inside and outside of school, feedback from visitors. Lesson observations through monitoring schedule. Whole school INSET and revisit ensures consistent approach from all staff. SENDCo and allocation of support staff, CPD in special needs and behaviour strategies. Anti-bullying week, anti-bullying assemblies and events (odd socks) whole school approach and shared language. Reaching disengaged families work with EWO service, FOMO, curriculum events.</p> <p>Attendance team meetings, late letters, scheduled attendance letters with a tiered approach. Contact with families to offer support and encouraging pupils to want to come to school. Suspension documentation, CPOMs reporting incidents</p> <p>Attendance data</p>		
<p>OVERALL BEHAVIOUR & ATTITUDES KEY PRIORITIES:</p> <p>1. That behaviour is exceptional and attendance is above national.</p>		

Personal Development		1/2/3/4
ASPECTS:	OVERALL, LEADERS JUDGE PERSONAL DEVELOPMENT TO BE GOOD THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:
a) Curriculum beyond academic including SMSC confident, resilient, independent & character development	2B	<ol style="list-style-type: none"> The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. M= Track which pupils attend what, in particular DIS/SEND. The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests school currently offers sporting and music clubs but looking to expand to arts, science and other interests. The school 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
b) Pastoral support - Mental & Physical Wellbeing – development of pupils' talents & interests	2A	
c) Fundamental British Values, diversity and equality of opportunity	2B	
d) Contribution to society as responsible, respectful and active citizens	2A	
e) Well prepared for future success in education & employment (secondary)		
<p>OUTSTANDING - Personal development is exceptional.</p> <p>OUTSTANDING - School goes beyond what's expected in offering access to a rich set of experiences that promote personal development/talents/interests</p> <p>OUTSTANDING - School provides rich experiences in curriculum & extra-curricular - Coherent planning - strengthened offer</p> <p>OUTSTANDING - Participation in extra-curricular activities, inc. for DAP so that all benefit from</p>		
<p>Pupils are our school have the opportunities to access experiences through extra-curricular clubs, faith speakers, PHSE and SMSC curriculums that showcases their resilience, independence and confidence as learners.</p> <p>Our pupils' physical and mental wellbeing are supported through a variety of approaches including worry monsters and Wellbeing Warriors led by our Senior Mental Health Lead. Regular activities which address mental health and wellbeing are implemented by staff for all year groups.</p> <p>Leaders at our school have completed Race Identity training and will incorporate whole school approach to recognize and celebrate the school's cultural diversity.</p> <p>Supporting evidence:</p> <p>SMSC Silver award – intent to apply for Gold. Cultural diversity, RE syllabus and faith visitors, PHSE curriculum.</p> <p>School values, behaviour curriculum/approach, learning behaviours, shared language led by leaders. Staff supported well by SENDCo, ELSA provision and outside agencies for specialist needs.</p> <p>PHSE, PE and RSE curriculum offers and feedback from pupils, learning in books, attendance at events.</p>		

<i>excellent work</i>	<p><i>Assembly, displays, in class discussion, links to projects and pupil voice.</i></p> <p><i>All pupils understand and can discuss, confidently, FBV and their meaning making links to learning.</i></p> <p><i>Each pupil has their own 'passport' of roles and responsibilities as they go through the school.</i></p>	<p>share in common across cultural, religious, ethnic and socio-economic communities. A= Implement RISL training to incorporate annual events, celebrations and learning to recognise and respect different cultures, beliefs and communities which are reflected as part of SR's school demographics.</p> <p>4. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. M = pupil voice</p>
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OVERALL PERSONAL DEVELOPMENT KEY PRIORITIES:

- All children enjoy additional experiences that expand their personal development.

Leadership and Management 1/2/3/4

ASPECTS:	OVERALL, LEADERS JUDGE LEADERSHIP & MANAGEMENT TO BE GOOD THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:
a) High Expectations, ambition and inclusive education securing strong impact – <i>this vision maintained throughout the pandemic.</i>	2A	<ol style="list-style-type: none"> Development of subject leads, through high quality CPD, confident in leading subject area knowing what pupils are remembering and applying. All teachers develop their subject knowledge and having the best learning outcomes for all pupils.
b) Improving teaching & curriculum through monitoring, coaching and CPD (inc. for NQTs) and ensuring pupils receive their entitlement of P.O.S. <i>including through teacher's expertise in remote education.</i>	2A	
c) Focused & purposeful engagement with pupils, parents, local services, employers & community	2A	
d) Engagement with staff, managing workload <i>including managing staff workloads proactively in response to COVID-19</i> and protecting staff from bullying & harassment	2A	
e) Governors' roles, vision and deployment of duties	2A	
f) Governors ensure school fulfils statutory responsibilities (i.e. Equalities Act, Prevent Strategy, Safeguarding)	2A	
g) Effective culture of Safeguarding – identify/ help/ manage	2A	
<input type="checkbox"/> OUTSTANDING - Leadership and Management are exceptional		
<input type="checkbox"/> OUTSTANDING - High quality CPD over time consistently translates to improved teaching of curriculum- built & developed over time.		
<input type="checkbox"/> OUTSTANDING - Highly effective staff engagement at all levels, issues identified are dealt with appropriately and quickly - particularly around workload.		
<input type="checkbox"/> OUTSTANDING - High levels of support for well-being issues		
<ul style="list-style-type: none"> Leaders at Stuart Road primary have high expectations, ambition for all pupils, ensuring that an inclusive education secures strong outcomes at year group and key stage end points. Leaders ensure through a robust and rigorous monitoring process, teaching and learning is strong and all pupils receive high quality learning experiences. This is achieved through quality CPD, coaching and collaboration opportunities. Staff feel valued through supportive leadership system that takes action to address workload and considers wellbeing and mental health. School leaders maintain good relationships with pupils, school community and local services through clear lines of communication, transparency and mutual respect. Governors of the school are effective providing both support and challenge to ensure the school's leaders lead well and all learning outcomes are good. Safeguarding processes at our school are effective ensuring all staff are fully trained and confident to identify, support and manage concerns. <p><i>Supporting Evidence -</i></p> <p>Regular review and revisit of SDP, staff CDP to support vision and effective teaching and learning. Annual monitoring calendar that underpins vision and provides leaders opportunity to know values are shared, practices and policies are implemented.</p> <p>Robust monitoring of teaching and learning in place with regular feedback and follow up actions. Walk-Thrus approach introduced this year to facilitate a research-based approach to the improvement of teaching and learning for all teachers.</p> <p>SEND pupils are well catered for through quality CPD and support from SENDCo.</p> <p>Governance is strong, LGB has expanded and both support and challenge leaders of the school. Governors conduct in-school visits, observing lessons, looking at books and completing pupil voice.</p>		

OVERALL LEADERSHIP & MANAGEMENT KEY PRIORITIES:

- Develop and embed high quality subject leads across all areas of the curriculum.

Quality of Early Years Education

1/2/3/4

ASPECTS:		OVERALL, LEADERS JUDGE EARLY YEARS TO BE GOOD. THIS JUDGEMENT IS BASED ON: PUPIL OUTCOMES AND IMPROVED PROVISION		DEVELOPMENT AREAS:
EY INTENT		INTENT	IMPLEMENTATION	IMPACT
a)	Curriculum - ambition for all pupils (inc DAP) - securing knowledge, self-belief & culture capital for success in life.	2A	(Curriculum design meeting pupils' needs/ adaptation/ planning & sequencing to clear end points)	(Teaching Learning/ Assessment/Planning/ POS- key knowledge & long term memory)
b)	Curriculum- Planned & sequenced towards knowledge foundations for future schooling.	2A		
c)	Systematic and effective teaching of early reading and phonics.	2A		
d)	Academic ambition for all pupils, including for SEND pupils – curriculum design meeting needs	2A		
	OUTSTANDING - The quality of early years education provided is exceptional – (this relates to all 3 I/s)			
	OUTSTANDING - Curriculum offers no limits to children's achievements – high ambition shared by all staff.			
EY IMPLEMENTATION				
e)	Meaningful learning for all through an ambitious, coherently planned curriculum- sufficient knowledge for future learning.	2A		
f)	Teaching promoting and adapting learning- including assessment for learning.	2A		
g)	Focus on Vocabulary, communication & reading inc. staff expertise in teaching synthetic phonics & reading – providing foundations for future learning.	2A		
h)	Staff expertise in teaching maths - resulting in number understanding, fluency, long- term memory.	2B		
i)	Communication with parents	2A		
j)	Promotion of physical & emotional health and well-being.	2A		
	OUTSTANDING - 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.			
EY IMPACT				
k)	Most children achieve the Early Learning Goals esp. in maths & literacy & have appropriate personal, physical & social skills	2A		
l)	Developing vocabulary and understanding language across 7 areas of learning - speed, accuracy and enjoyment of reading by end of reception	2A		
m)	Children's positive attitudes to learning – high levels of curiosity, concentration, enjoyment & take pride in their achievements.	2A		
n)	Children well prepared for rest of their schooling	2A		
	OUTSTANDING - Impact of the curriculum on what children know, remember and do is strong. Children's high levels of engagement and concentration. Children do well, particularly DAP. SEND achieve best possible outcomes			
OVERALL QUALITY OF EARLY YEARS EDUCATION KEY PRIORITIES:				

INTENT
(Curriculum design meeting pupils' needs/ adaptation/ planning & sequencing to clear end points)

- That all pupils are taught key knowledge and skills through a planned and sequenced curriculum which provides them with the foundation for future schooling.
- Teachers delivery high quality phonics to ensure strong start to early reading.
- The curriculum is ambitious for all including SEND and Disadvantaged pupils.

- *See Supporting Evidence*
- *Curriculum planning and design*
- *Adaptions for needs*
- *Sequencing of learning that continues into Key Stage 1.*

IMPLEMENTATION
(Teaching Learning/ Assessment/Planning/ POS- key knowledge & long term memory)

- Early Years curriculum is well planned and delivered thematically through a variety of child or adult led learning opportunities across all areas.
- Children learn key knowledge in an vocabulary rich environment, promoting learning through play, oracy and questioning.
- Phonics is taught daily with additional tutoring to ensure pupils keep up, not catch up.
- At Stuart Road, pupils are taught maths daily resulting in strong number knowledge and understanding of key concepts. Maths is taught both discreetly and through continuous provision.
- Early Years learning is regularly communicated to parents through the use of Tapestry. This is further supported by parents meetings, stay and play and meet and greet at the gate, daily.
- At Stuart Road, there is a heavy emphasis on physical and emotional wellbeing at the start of the school year to ensure pupils have met the prime areas of learning.
- *See Supporting Evidence*
- *Assessment of pupils' learning outcomes during continuous provision*
- *Adult observations and notes*
- *Pupils making links with previous knowledge to inform new.*

IMPACT
(Standards-End of EY Outcomes/ In school Outcomes/ Explicit end points)

- At Stuart Road, most children achieve the ELG, especially in maths and phonics due to high quality first teaching and learning opportunities provided and planned in continuous provision.
- Pupils confidently use the vocabulary taught in continuous provision, and demonstrate independent application.
- Through high quality phonics lessons, pupils are able to read at pace, show an enjoyment of reading and sharing books by the end of Reception.
- The learning opportunities planned offer pupils the chance to show curiosity and concentration across all areas. At Stuart Road, this is further enhanced through child-initiated activities to allow consolidation of new concepts and vocabulary learned.
- *See Supporting Evidence –*
- *EY outcomes*
- *Termly Assessment*
- *PPMs*
- *Baseline judgements*
- *End points*

DEVELOPMENT AREAS:

EY INTENT:

1. **Publish ambitious and broad EY curriculum that reflects the needs of pupils at Stuart Road.**

EY IMPLEMENTATION:

1. **Stuart Road EY curriculum is followed and provides rich learning opportunities for all pupils.**
2. **Staff are confident with delivery of curriculum and understand learning intentions are known.**

EY IMPACT:

1. **That majority of pupils, including SEND and DIS achieve ELG.**
2. **That pupils have a strong start in early reading and are well equipped for their next step in education (Year 1 ready).**

1. Knowledge, skills and vocabulary rich curriculum is implemented resulting to strong start for all pupils.