Evidence to Support Summary Evaluation **(Insert all documents that you have used to evidence your judgements)**	
Quality of Education:	
Behaviour and Attitudes	
Personal Development	
Leadership and Management:	
Quality of Education in Early Years:	
Quality of Sixth-Form Provision:	

CONTEXT

Appendix 1: Grade Descriptor Overview (Outstanding, Good, Requires Improvement and Inadequate)

Overall Effectiveness	Outstanding	Good	Requires Improvement	Inadequate
Quality of Education	**The quality of education is outstanding.**	The quality of education is at least good.		
Key Judgments	**All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.**	All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.	Other than in exceptional circumstances, it is likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement.	The judgement on the overall effectiveness will be inadequate when any one of the key judgements is inadequate and/or…
Safeguarding	**Safeguarding is effective.**	Safeguarding is effective.	Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm.	…safeguarding is ineffective.

The Quality of Education	Outstanding	Good	Requires Improvement	Inadequate
Quality of Education – Intent **'Curriculum ambition and design'**	*The school meets all the criteria for a good quality of education securely and consistently.* *The quality of education provided is exceptional.*	Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and 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. *The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.*	The quality of education provided by the school is not good.	*The school's curriculum has limited ambition, little or no structure or coherence, and leaders have not appropriately considered content and sequencing.*
Quality of Education – Intent **'Curriculum coherence and sequencing'**	*The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.*	The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	The quality of education provided by the school is not good.	*The school's curriculum has limited ambition, little or no structure or coherence, and leaders have not appropriately considered content and sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.*
Quality of Education – Intent **'SEND Pupils'**	*Pupils with SEND achieve exceptionally well.*	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.	The quality of education provided by the school is not good.	*Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met.*
Quality of Education – Intent **'Broad and Balanced Curriculum'**	No descriptor	Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.	The quality of education provided by the school is not good.	The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.

The Quality of Education	Outstanding	Good	Requires Improvement	Inadequate
Quality of Education – Implementation **'Teacher subject knowledge'**	No descriptor	Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.	The quality of education provided by the school is not good.	No descriptor
Quality of Education – Implementation **'Subject Matter'**	No descriptor	Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. *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.*	The quality of education provided by the school is not good.	No descriptor
Quality of Education – Implementation **'Ongoing assessment and feedback'**	No descriptor	They *(teachers)* 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.	The quality of education provided by the school is not good.	No descriptor
Quality of Education – Implementation **'Assessment'**	No descriptor	Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.	The quality of education provided by the school is not good.	No descriptor
Quality of Education – Implementation **'Acquisition of knowledge and skills'**	No descriptor	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.	The quality of education provided by the school is not good.	The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.
Quality of Education – Implementation **'Learning environment and resources'**	No descriptor	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.	The quality of education provided by the school is not good.	No descriptor
Quality of Education – Implementation **'Planning and sequencing'**	*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*	The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge *and skills for future learning and employment..*	The quality of education provided by the school is not good.	No descriptor

The Quality of Education	Outstanding	Good	Requires Improvement	Inadequate
	cumulatively sufficient knowledge and skills for future learning and employment.			
Quality of Education – Implementation **'Reading'**	No descriptor	Reading is prioritised to allow pupils to access the full curriculum offer. 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 pupils are taught when they are learning to read.	The quality of education provided by the school is not good.	No descriptor
Quality of Education – Implementation **'Phonics'**	No descriptor	The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.	The quality of education provided by the school is not good.	No descriptor
Quality of Education – Implementation **'Modelling correct English'**	No descriptor	Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	The quality of education provided by the school is not good.	No descriptor
Quality of Education – Impact **'Outcomes across the curriculum'**	*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.*	Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. *Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.* Pupils' work across the curriculum is of good quality.	The quality of education provided by the school is not good.	The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement. *Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.*
Quality of Education – Impact **'Preparation for the next stage of education'**	No descriptor	Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.	The quality of education provided by the school is not good.	Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.) Pupils have not attained the qualifications appropriate for

The Quality of Education	Outstanding	Good	Requires Improvement	Inadequate
				them to progress to their next stages of education, training or employment.
Quality of Education – Impact **'SEND outcomes'**	**Pupils with SEND achieve exceptionally well.**	Pupils with SEND achieve the best possible outcomes.	The quality of education provided by the school is not good.	Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met.
Quality of Education – Impact **'Reading and application of mathematics'**	No descriptor	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.	The quality of education provided by the school is not good.	No descriptor

Behaviour and Attitudes	Outstanding	Good	Requires Improvement	Inadequate
Behaviour and Attitudes **'Behaviour and conduct'**	*The school 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.**	The school 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 pupil behaviour. Staff make sure that pupils follow appropriate routines. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	Behaviour and attitudes in the school are not good.	Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They do not support staff adequately in managing behaviour. Pupils' lack of engagement and persistent low-level and/or high-level willful disruption contribute to reduced learning and/or disorderly classrooms.
Behaviour and Attitudes **'Bullying'**	No descriptor	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.	Behaviour and attitudes in the school are not good.	Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent. Pupils have little confidence in the school's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully.
Behaviour and Attitudes **'Attitudes to learning'**	**Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties.** **Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.**	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.	Behaviour and attitudes in the school are not good.	No descriptor

Behaviour and Attitudes	Outstanding	Good	Requires Improvement	Inadequate
Behaviour and Attitudes **'Attendance'**	No descriptor	Pupils have high attendance (*within the context of the pandemic)*, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.	Behaviour and attitudes in the school are not good.	Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
Behaviour and Attitudes **'Exclusions'**	No descriptor	*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).*	Behaviour and attitudes in the school are not good.	No descriptor
Behaviour and Attitudes **'Relationships and safety'**	**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.**	Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.	Behaviour and attitudes in the school are not good.	A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline. Pupils frequently ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school. Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

Personal Development	Outstanding	Good	Requires Improvement	Inadequate
Personal Development **'Pupils' broader development inc. SMSC'**	**The school meets all the criteria for good in personal development securely and consistently. Personal development is exceptional.** **The school consistently promotes the extensive personal development of pupils. The school 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.**	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.	Personal development in the school is not good.	No descriptor
Personal Development **'Experiences across the curriculum'**	**There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils 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 school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.	Personal development in the school is not good.	A significant minority of pupils do not receive a wide, rich set of experiences.
Personal Development **'Character'**	**The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.**	The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.	Personal development in the school is not good.	No descriptor
Personal Development **'Healthy lifestyles and mental health'**	No descriptor	*The school 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.*	Personal development in the school is not good.	No descriptor

Personal Development	Outstanding	Good	Requires Improvement	Inadequate
Personal Development **'British values and citizenship'**	No descriptor	*The school 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.* 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. The school 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.	Personal development in the school is not good.	Pupils are unprepared for life in modern Britain. Leaders and those responsible for governance are not protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk. Leaders and those responsible for governance are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremist views. *Pupils or groups of pupils are discriminated against, and the school is not taking effective action to address this.*
Personal Development **'Equality'**	No descriptor	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 share in common across cultural, religious, ethnic and socio-economic communities.	Personal development in the school is not good.	No descriptor

Leadership and Management	Outstanding	Good	Requires Improvement	Inadequate
Leadership and Management **'Vision, policies and practice'**	**The school meets all the criteria for good in leadership and management securely and consistently. Leadership and management are exceptional.** No descriptor	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.	Leadership and management are not good.	*The school's capacity to improve the quality of education, pupils' personal development or pupils' behaviour and attitudes is poor, or leaders are overly dependent on external support (MAT support within a trust is not considered external support).* Leaders are not doing enough to tackle weaknesses in the school. The improvements that leaders and those responsible for governance have made are unsustainable or have been implemented too slowly.
Leadership and Management **'Impact on teaching'**	**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 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.*	Leadership and management are not good.	Leaders are not aware of, or are not taking effective action to stem, the decline in the attainment or progress of disadvantaged pupils.
Leadership and Management **'Engagement with pupils, parents and community'**	No descriptor	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.*	Leadership and management are not good.	No descriptor
Leadership and Management **'Engagement with staff and workload'**	No descriptor	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.	Leadership and management are not good.	No descriptor
Leadership and Management **'Staff well-being'**	**Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are**	Leaders protect staff from bullying and harassment.	Leadership and management are not good.	No descriptor

Leadership and Management	Outstanding	Good	Requires Improvement	Inadequate
	identified, in particular about workload, they are consistently dealt with appropriately and quickly. Staff consistently report high levels of support for well-being issues.			
Leadership and Management **'Governance and statutory duties'**	No descriptor	Those responsible for governance understand their role and carry this out effectively. Governors/trustees 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. Those with responsibility for governance 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.	Leadership and management are not good.	There is a clear breach of one or more of the legal responsibilities of those responsible for governance, and that breach is serious because of the extent of its actual or potential negative impact on pupils. The proprietor/governing body either is unaware of the breach, or has taken insufficient action to correct it and/or to remedy the negative or potential negative impact on pupils and/or to ensure that a suitable system is in place to prevent a similar breach in the future.
Leadership and Management **'Safeguarding'**	No descriptor	The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.	Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.	Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident.
Leadership and Management **'Removal of pupils from the school roll'**	No descriptor	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.	Leadership and management are not good.	The school is systematically gaming its results, entering pupils for courses that are not in their educational best interest. There is evidence that pupils have been removed from the school roll without a formal, permanent exclusion or by the school encouraging a parent to remove

Leadership and Management	Outstanding	Good	Requires Improvement	Inadequate
				their child from the school roll, and leaders have taken insufficient action to address this. *The school is making ineffective or inappropriate use of alternative provision or is using inappropriate alternative provision (including, for example, failing to ensure the suitability of a provision or not taking responsibility for their pupils who attend alternative provision).*
Leadership and Management **'Outcomes for disadvantaged pupils'**	No descriptor	No descriptor	Leadership and management are not good.	Leaders are not aware of, or are not taking effective action to stem, the decline in the attainment or progress of disadvantaged pupils.

Quality of Early Years Education	Outstanding	Good	Requires Improvement	Inadequate
Quality of early years education - Intent **'Curriculum ambition'**	**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.**	Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. The school 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.	The effectiveness of the early years is not yet good.	A poorly designed and implemented curriculum does not meet children's needs or provide the necessary foundations for the rest of their schooling.
Quality of early years education - Intent **'Curriculum coherence and sequencing'**	No descriptor	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.	The effectiveness of the early years is not yet good.	No descriptor
Quality of early years education – Intent **'Vocabulary and reading'**	No descriptor	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. The school's 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.	The effectiveness of the early years is not yet good.	No descriptor
Quality of early years education – Implementation **'Pedagogy and curriculum'**	No descriptor	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.	The effectiveness of the early years is not yet good.	Leaders and/or staff have a poor understanding of the areas of learning they teach and the way in which young children learn.
Quality of early years education - Implementation **'Phonics and reading'**	No descriptor	Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.	The effectiveness of the early years is not yet good.	No descriptor

Quality of Early Years Education	Outstanding	Good	Requires Improvement	Inadequate
		Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.		
Quality of early years education - Implementation **'Learning and assessment'**	No descriptor	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.	The effectiveness of the early years is not yet good.	Assessment is overly burdensome. It is unhelpful in determining what children know, understand and can do.
Quality of early years education - Implementation **'Maths'**	No descriptor	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 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.	The effectiveness of the early years is not yet good.	No descriptor
Quality of early years education **'Learning environment and resources'**	No descriptor	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 effectiveness of the early years is not yet good.	No descriptor
Quality of early years education – Implementation **'Emotional security and character'**	No descriptor	*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 staff are particularly attentive to the youngest children's needs.*	The effectiveness of the early years is not yet good.	No descriptor
Quality of early years education - Implementation **'Health and development'**	No descriptor	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.	The effectiveness of the early years is not yet good.	No descriptor

Quality of Early Years Education	Outstanding	Good	Requires Improvement	Inadequate
Quality of early years education **'Parents'**	No descriptor	Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.	The effectiveness of the early years is not yet good.	No descriptor
Quality of early years education - Impact **'Outcomes'**	**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. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.**	Children develop detailed knowledge and skills across the seven 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. By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.	The effectiveness of the early years is not yet good.	By the end of Reception, children cannot communicate, read or spell phonically decodable words as well as they should. They do not have basic fluency in number and shape, space and measure. The attainment and progress of children, particularly those who are disadvantaged, are consistently low and show little or no improvement, indicating that children are underachieving considerably.
Quality of early years education - Impact **'Language'**	No descriptor	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 seven areas of learning.	The effectiveness of the early years is not yet good.	No descriptor
Quality of early years education - Impact **'Attitudes and behaviour'**	**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.**	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.	The effectiveness of the early years is not yet good.	No descriptor
Quality of early years education **'Next stage of education'**	No descriptor	Children are ready for the next stage of education, especially 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.	The effectiveness of the early years is not yet good.	Children are not well prepared for the next stage of their learning, particularly those who receive additional funding or have SEND. Strategies for engaging parents are weak and parents do not know what their child is learning or how to help them improve.

Quality of Early Years Education	Outstanding	Good	Requires Improvement	Inadequate