

Cheetwood Community Primary School

Summary of Self Evaluation 2020-2021 and School Improvement Priorities 2021-2022

Distinctive Characteristics of the School

Cheetwood Community Primary School is located on the north side of Manchester, but within very close walking distance of the city centre. The school is situated on the junction of two major roads into/out of the city. Manchester Prison (formerly Strangeways) is 200 metres away and the school is largely surrounded by industrial and retail units.

Cheetwood is very close to both the Salford and Bury borders. In July 2021, the outgoing Y6 cohort fed into 10 different high schools within 3 different local authorities. This has a significant influence on the quality and complexity of the school's transition processes, further compounded in 2021 with the additional challenge of schools unable to undertake face to face transition activities due to the COVID-19 pandemic.

The school's population is richly diverse. 96% of pupils are from minority ethnic backgrounds (an increase of 4% in the last two academic years), which is three times the national average, with 31 different minority groups being represented in the school, also an increase on last year. 82% of pupils speak English as an additional language, which is four times the national average. Of these EAL pupils, 24% of them are at the early stages of English acquisition, which is a 5% increase on last year. 34 different languages are represented in the school, which is broadly the same as last year. During the Ofsted inspection in March 2018, inspectors judged that "The school's curriculum strongly supports pupils' language development. This helps pupils, particularly those who speak English as an additional language, to make good progress in their learning".

The multicultural and diverse nature of the school contributes significantly to its positive ethos.

Ofsted inspectors also judged that "This is a highly inclusive school.....work to promote pupils' spiritual, moral, social and cultural development is highly effective.....leaders value highly the 'richness of beliefs, cultures and experiences' of pupils and staff".

48% of pupils are eligible for free school meals, which is a 5% increase since last year, more than twice the national average (21%) and also higher than the Manchester average.

14.6% of learners at Cheetwood have 'additional support' for high levels of special educational needs which is an increase of 5% since last year. This is broadly in line with the national average, but when broken down, the school has a higher % of pupils with education, health and care plans (ie those pupils with the most complex of needs).

The school's rates of transience remain very high and continue to increase year on year. Last academic year, 78 pupils left or came to the school other than at the normal time of admission, this is 41% of the school population. This is an increase on 2020/2021 when the school experienced 36% transience (with 72 pupils leaving or coming to the school other than at the normal time of admission). In spite of regular changes to the pupil population, pupil behaviour is consistently very good. High mobility has not acted as a barrier to learning or disrupted lessons but in fact the consistently good behaviour has greatly supported the inclusion of new pupils into the school community.

On entry to nursery, outcomes are well below that expected of rising 4-year olds. Records of achievement and profile data show that children enter nursery with very low starting points in basic key skills. As a result practitioners have to plan for, resource and assess children within the 16 – 26 months learning and development phase of the EYFS (two age phases below where nursery children are expected to be working).

Parents/carers rarely need to raise a concern or issue with the school but when this does occur records and logs show that matters are resolved quickly and satisfactorily. Based upon the strong partnerships already in existence with parents/carers, the school was one of the first schools in Manchester to receive accreditation for the nationally recognised Leading Parent Partnership Award.

Consultation with parents/carers is a strength of the school and opportunities to seek the views and opinions of stakeholders are planned throughout the year. This includes the Ofsted 'Parent View' questionnaire and bespoke surveys linked to school improvement priorities.

Due to school closures during the COVID 19 pandemic, statutory testing in primary schools was suspended in 2019-2020 and 2020-2021, so Cheetwood's most recent externally validated data is from the **2018-2019** academic year and is therefore included in this self evaluation summary.

Where appropriate, evidence has also been included of pupil outcomes from the school's internally held data for the 2020-2021 academic year.

Strengths	
The Quality of Education is GOOD because	Evidence
INTENT Leaders have constructed 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.	• The published school aims embody the intent of the curriculum: to provide a broad, balanced and engaging curriculum, which raises attainment and promotes the spiritual, moral, social, cultural, emotional and physical development of all pupils, within a safe learning environment that is underpinned by British values • We know that these aims and values are supported by pupils and parents/carers as they have told us in pupil voice activities and through parent/carer consultation • Staff roles are clearly identified to provide well targeted intervention and support for pupils with additional needs, including those with SEN and disabilities, the academically more able and identified disadvantaged learners; it is highly evident from observations, that all adults regularly work across the class within different groups, thereby ensuring the teacher is also able to work with all groups • The Assertive Mentoring programme supports the progress of individual learners and sets clear targets that pupils and parents/carers are aware of, targets are reviewed twice yearly; together pupil and mentor (class teacher) agree targets to work on and then the assertive mentoring reports and home learning materials to support homework activities are shared with parents • Disadvantaged pupils make good progress throughout school; in 2019 outcomes for this group in KS1 were the same or better than those without disadvantage and at the end of KS2 69% of disadvantaged pupils met the expected standard in reading, writing and maths, this is above the national average for this group (51%) • More recent data taken from school's internal data system (Target Tracker) indicates that there continues to be no significant difference in the progress of pupils with disadvantages compared to those without and progress for groups of identified learners is especially strong indicating that targeted teaching and specialist intervention is helping to close the gap for disadvantaged pupils, such as through Nessy and Dynamo Maths, where pupils learning within these programmes are making accelerated progress. • Strong partnerships exist between staff and parents/carers with a supportive focus upon home learning, particularly in relation to the demands of the curriculum so as to improve rates of progress within school • During the school closure March to July 2020 and periods of remote/blended learning during 2021 leaders curated a broad and balanced home learning offer and through this the strong partnerships with parents/carers were consolidated further, this is evidenced through a whole school consultation exercise conducted with parents/carers in the autumn term 2021 where 100% of parents agreed that school had provided personalised home learning support and the help and advice needed to support parents with their child's remote learning • Differentiated learning resources linked to individual learning plans and access to support from specialist teachers and services were provided during school closure for all pupils with additional needs including those with complex needs/EHC plans; the EAL/Language Interventions • Vulnerable and disadvantaged learners were offered a place in school to remove any barriers towards their learning, these pupils received face to face teaching following the school's agreed curriculum; when consulted in April 2021 all parents of these pupils agreed that their child was provided with learning activities that met their individual needs and that their child was provided with the addition support to meet their needs (44% strongly). Parents unanimously agreed (44% strongly) that their child continued to make progress with their learning and that their child felt safe in school, enjoyed being there and found lessons interesting. • The staff in school reflect the diversity in the local community so in many cases school was able to match pupil and families who were able to offer bilingual home learning support • An assembly rota, promoting national events/significant people, was introduced so that all classes were able to continue to participate in the DfE's statutory requirement for collective worship without mixing bubbles.
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	• Existing medium term and subject plans means pupils have consistently finished Y6 with a good level of attainment, having made progress over time • Pupils are prepared well to be 'high school ready' and have a programme of support that helps them with resilience, safety, making choices, knowing their rights as well as responsibilities, understanding citizenship etc; in summer 2021 pupils were given the opportunity to access a virtual transition assembly with their chosen high schools during the school day • The learning sequence over time and evidence that work in books and outcomes reflect school planning, are evaluated during the annual monitoring cycle; the commissioned external adviser undertakes scrutiny to validate judgements, this also enable us to receive feedback on how Cheetwood compares positively and favourably to other similar school visited by the same adviser

Strengths	
The Quality of Education <i>cont'd</i>	Evidence
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>cont'd</i>	• The recovery curriculum proved highly effective in closing gaps due to school closure, in most year groups, teachers focused on teaching objectives from that year instead of having to go back to objectives from previous years • The new Cheetwood curriculum has been introduced during the 2021-2022 academic year and is being taught by all year groups • In situations when it is necessary to provide remote learning to individual pupil or groups of learners the resources used mirror and supplement teaching in class • Google Classroom continues to be used for homework and class projects so that pupils maintain their skills using a remote learning platform
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.	• Curricular opportunities are embedded for pupils throughout school to become independent learners and to develop skills of curiosity in order for them to thrive in their learning, including home learning • Regular monitoring shows that resources and teaching strategies reflect and value the diversity of pupils' experiences and equality of opportunity is actively promoted • Pupils and parents are involved in termly child centred reviews to ensure that provision for pupils with SEN is carefully matched to individual targets • Internal data shows that in 2020-2021 the majority of pupils at SEN support made progress at the same rate as that expected of pupils without SEND and pupils with more complex needs and/or an EHC plans made measurable progress within more personalised programmes of study; if pupils are not making progress at the expected rate, the SENCo may seek the help and support of multi-agency professionals and make further adaptations to the curriculum and provision • During the school closure March to July 2020 and periods of remote/blended learning during 2020-2021 the home learning offer was adapted to meet the needs of pupil with SEND with differentiated learning resources linked to individual learning plans, bespoke 1-1 sessions over zoom with class teachers/SENCo and access to support from specialist teachers and services were provided, including for pupils with complex needs • At the end of the period of blended learning the SENCO consulted with all parents of pupils with SEN and the quality of support provided for such pupils was rated by all as good or excellent, as was the quality of support for parents and carers; all parents took the time to write additional comments, all of which were very positive e.g. <i>"My child really enjoyed learning and going to school every day with different activities"</i> <i>"Fabulous all round., Very organised and safe environment"</i> • Regular contact and personal support from the school SENCo ensured that SEN reviews, referrals, EHCP reviews and assessments by outside agencies all continued during school closures and periods of blended learning • All parents of pupils that usually receive special support from the speech and language therapist confirmed that this school based support continued during the periods of blended learning • It was evident that pupils with additional needs thrived in the class bubbles during partial opening January to March 2021 and really benefited from the smaller class sizes, higher staff ratios and access to more flexible and personalised learning
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 Y3 to 6.	• An appropriate balance between interventions, in and out of class, ensure all pupils successfully complete their programmes of study • The yearly curriculum plan shows that the full curriculum is still provided for pupils in the statutory assessment year groups • There is a strong emphasis on Quality First Teaching within the classroom for all • The SENCo rigorously monitors and reviews provision every term; teachers, pupils and their parents/carers are involved in this process, this continued during school closure when SEND reviews took place remotely, involving key supporting professionals where necessary • Planning scrutiny as part of lesson observations shows strong differentiation ensuring all pupils' needs are consistently met • The same rigour of scrutiny is applied to foundation subjects as core subjects ensuring all pupils receive the full curriculum offer; during periods of remote and blended learning, a broad and balanced curricular offer was maintained, including PSHE, e-safety and creative activities, led and monitored by the curriculum leader • During this time curriculum planning and implementation mirrored classroom practice as far as it could, for example with the use of Literacy Shed, White Rose Hubs, DfE letters and sounds, phonics videos and games, this kept up the pace and momentum as pupils were familiar with the learning style and content; they were then able to consolidate prior learning and gain the confidence to move on within the age related year group objectives • Pupil's remained engaged with their learning with 87% of pupils surveyed reporting they tried to complete their set work every day and a further 11% indicating they are able to do this sometimes • Pupils not meeting ARE in PE are routinely provided with additional opportunities to achieve (eg lunchtime activities), this continued during blended learning or periods of class isolation when bespoke programmes of support were provided for individual pupils when, during weekly welfare calls, lack of physical activity was identified as a concern

Strengths	
The Quality of Education <i>cont'd</i>	Evidence
IMPLEMENTATION Teachers have good knowledge of the subject(s) they teach. Leaders provide effective support for those teaching outside their main areas of expertise.	- Teachers have in depth knowledge of the subjects they teach, as pupils make good progress across a range of subjects - Targeted CPD for teachers is having a positive impact upon teaching and learning and has improved classroom practice and a range of outcomes; CPD opportunities dovetail seamlessly into performance management processes meaning the impact is monitored and evaluated termly - Specialist CPD is regularly accessed in response to the unique context of the school and this continued during school closure/periods of blended learning where support staff in particular participated in a range of CPD opportunities in line with school priorities; this highly effective deployment of and quality CPD for additional adults is having a positive impact upon pupil progress - School accessed a range of materials provided by experts/professionals during school closure/periods of blended learning to ensure teachers understood the needs of pupils/families trying to study at home and how to balance types of activity and adapt learning materials - Highly effective communication methods during these periods meant that teachers rapidly developed an understanding of the challenges faced by pupils and families learning at home for an extended period and they responded with effective teaching and learning activities to tackle those challenges - Parents reported that the <i>'zoom meetings were very good, gave the children a chance to see their friends and communicate directly with their teachers and we really appreciate how you gave us your support and helped us with information whenever we asked for it'</i>.
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.	- Monitoring of teaching across a range of subjects shows that teachers demonstrate deep knowledge and understanding, optimising the quality of pupils' work - Feedback and other assessment for learning processes are rigorous and enable pupils to know how to improve their own work; highly effective questioning is always well thought out in order to aid assessment for learning, there is also a focus on teachers explaining and defining more complex subject specific vocabulary - Regular monitoring shows that resources and teaching strategies reflect and value the diversity of pupils' experiences and equality of opportunity is actively promoted - During periods of class bubble isolation or when a blended approach was needed, teachers were able to transfer their secure subject knowledge and skills to supporting learning at home; evidence from home learning logs, phone call logs, CPOMS and the email feedback system that was implemented across the school, all demonstrated that teachers provided personalised feedback to pupils and parents on home learning - Parents commented positively during the 2021 spring term consultation on the home learning support with which they and their children were provided during lockdown <i>"we received the proper help when we needed it most. My daughter had zoom sessions every day that helped her improve her way of thinking and also her confidence". "My child received the best support which made him eager to keep learning. Thank you so much to all of the teachers". "You have been amazing teachers and support staff, you have provided support through everything and I am really happy with all the support that was provided"</i>.
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.	- Long and medium term plans show that the school's curriculum is coherently planned and sequenced over time following a logical progression; this supports pupils to remember over the longer term the content they have been taught - Pupils are actively taught and trained in memory strategies and the skills of how they can integrate the knowledge they have learned into larger ideas - Over the year pupils have shown an increased understanding of how to apply the content of what has been taught into wider concepts e.g. engaging with well-known authors and poets through regular online library events alongside other schools; skills such as confidence, independence, team work and resilience are learned and applied in the more 'academic subjects' throughout and up to transition to high school - The use of knowledge organisers allows pupils the opportunity to re-visit, re-cap and reflect on prior learning - A greater focus on retention of knowledge in the new Cheetwood curriculum will allow for progression and the acquisition of skill in all foundation subject areas.
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.	- Monitoring of planning during lesson observations shows that teachers are skilled at using assessment for learning strategies to check understanding and identify gaps in learning and prior learning from which next steps are planned; there is clear differentiation in planning, learning objectives and success criteria - The quality and continued use of peer and self-assessment is an on-going strength, pupils are very skilled at capitalising upon opportunities at using feedback, written or oral, to improve; this is evidenced in book looks, lesson observations and pupil interviews - The marking policy has been re-worked this academic year to ensure that, wherever possible, feedback given is during the lesson enabling pupils to immediately understand how they can improve their work and make even more progress; the detailed and burdensome marking of work outside of lessons is actively discouraged - Marking and feedback systems continued to be adapted during blended learning, with clear individual feedback given to pupils on Google Classroom, a dedicated class email address being used for daily communication - both providing support, feedback and suggestions for next steps with learning, backed up by weekly phone calls to every pupil - When asked in the 2021 spring term parent consultation, over 95% of parents agreed that the school provided personal feedback for their child's learning during periods of school closure/blended learning

Strengths	
The Quality of Education <i>cont'd</i>	Evidence
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.	• Expectations and guidelines are in place for how classroom environments should be presented in order to support pupils' learning as effectively as possible (eg interactive learning walls); this is evidenced in lesson observations and learning walks • Subject leaders review resources when monitoring and evaluating their subject • Subject leaders with specialisms such as literacy have contributed to the mapping of core subjects • School subscribes to online resources that support the 'Cheetwood' way of teaching eg Classroom Secrets for varied fluency resources (mathematical reasoning and problems solving) , White Rose – use and apply, problem solving, Literacy Shed – engaging literacy resources, Club 99 for times tables and mental mathematical agility • Literacy and maths leaders attend network meetings and courses to keep up to date on resources available • The remote learning offer reflected a normal timetabled day in order to ensure consistency and stability was evident across all year groups • During periods of school closure or class isolations, the learning and pastoral support provided was pupil centred and coherently planned, positive and supportive relationships were maintained through regular calls home and emails to pupils; in the whole school Parent View Survey 2021, comments from parents included '<i>Cheetwood Primary staff have always engaged parents and supported children throughout every situation – thank you</i>'
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.	• High expectations are clearly conveyed to pupils so that they are fully aware of what they need to achieve in lessons; pupils respond positively to the demands of their learning and show a growing resilience to failure • The demands of the curriculum impacts positively upon pupil motivation, their progress and a growing love of challenge; pupils are keen in lessons • Expectation and guidelines were put in place for home learning support during periods of school closure/blended learning, daily records were kept and monitored by the curriculum leader to ensure that lack of motivation and interest were addressed and expectations reinforced • New curriculum schemes and units are knowledge orientated and planned and sequenced to make sure this knowledge is being progressively built upon as pupils move through the school.
Reading is prioritised to allow pupils to access the full curriculum offer.	• Outcomes demonstrate that leaders' actions have significantly improved the teaching of reading across KS1 and KS2 and this continued to be an area of strength in 2020-2021; the planned recovery curriculum prioritised core skills such as reading and the online platforms /software that school used during periods of blended learning proved to be highly engaging for pupils and accessible for their families ensuring that learning momentum was maintained and key skills could be practised; as one parent commented '<i>We as parents also learned about ways to teach kids</i>' • Pupils' attitudes to reading are positive and they make good progress; this is achieved through embedded school practice such as: the weekly reading at home challenge; a focus on cross-curricular reading with reading tasks incorporated into the teaching of foundation subjects; providing opportunities for pupils to work with poets and authors; facilitating the participation in local challenges and competition that promote reading e.g. Manchester summer library challenge/ World Book Day; encouraging pupil and their families to read in home languages and celebrate cultural diversity through reading and poetry; a daily whole school slot for guided reading; weekly library slots encouraging reading for pleasure • Reading continued to be prioritised during blended learning, reading activities were incorporated into the weekly home learning and for disadvantaged families who lacked quality reading resources at home, bespoke packs of books were put together and delivered by staff • Reading statistics are once again being collected weekly and an ambitious target of 80% is ensuring children are engaging with reading at home at least 3 times per week • The opportunity to read more in class is being promoted through topic areas (cross curricular) • Books linked to literacy units have been purchased for all year groups and this has increased interest and enthusiasm in reading
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.	• Timetabled reading lessons every day allows teachers to use assessment for learning to quickly identify and address gaps in understanding, this ongoing personal dialogue with pupils means that they understand what they need to improve and the steps needed to achieve this • More formal summative data analysis is undertaken at key transition points during the academic year and pupils not making the expected progress are discussed in termly pupil progress meetings with the headteacher • Teachers use a toolkit of high quality teaching strategies and evidenced based interventions such as inference training, phonics boosters and reciprocal reading to plan catch up provision for vulnerable learners, this may include providing additional targeted support for pupils with SEND and the SENCo is able to provide more specialised learning materials and access to advice from specialist professionals • Parents are also provided with additional support including home learning resources, workshops or more personal help and advice • The systematic approach to the teaching and monitoring of reading ensures that outcomes remain good; internal data shows that progress in the majority of cohorts was above the level expected in July 2019 and at the end of KS1 reading outcomes (72%) were in line with the Manchester average • Targeted teaching and highly effective interventions resulted in 33% of pupils in the lower attainment group making accelerated progress and achieving the expected standard at the end of Y2 in July 2019

Strengths	
The Quality of Education <i>cont'd</i>	Evidence
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 <i>cont'd</i>	• At the end of KS2 in July 2019 76% of pupils met the expected standard in reading, more than both the Manchester and national averages • The school achieved the One Education Reading Award Silver Level in July 2018 and outcomes show that we continue to build upon this strong commitment to reading • The re-organisation of the library in 2020 and purchase of books demonstrates the school's continued investment in and commitment to promoting the development of reading skills • Literacy units of work have been chosen to engage and excite readers and new resources purchased in 2020 support these units • Internal Target Tracker data for the 2020-2021 academic year shows that from low starting points in September 2020 there was a significant increase in the percentage of pupils meeting age related expectation in reading; this average increase of 34% was the result of accelerated progress in all cohorts and across all groups of learners • The strong focus on reading as one of the key elements in the school's 2020-2021 curriculum resulted in outcomes for reading being higher than writing and maths in the majority of cohorts indicating the success of the planned recovery programme
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.	• Leaders have sustained improved standards in phonics at the end of reception and KS1 • Reading and specifically the teaching of phonics is prioritised from when pupils first enter nursery as typically they enter at a level well below what expected for children of their age (16 – 26 months age phase) • In September 2018 only 33% of pupils entering nursery met the age related equivalent standard for reading and only 13% for writing; by July 2019 this had risen to 71% reading and 75% writing, which shows impressive 'value-addedness' • The intense and immersive focus on key skills continues throughout the foundation stage and by the end of reception outcomes for reading are broadly in line with the Manchester average • By the end of Y1 pupils are able to use their good phonological skills and knowledge to read and understand an increasing range of texts in different genres • Since the implementation of the phonics test, outcomes at Cheetwood have consistently been above both the Manchester and national averages • In 2019 the percentage of pupils meeting the expected standard in phonics was 81% (above Manchester at 79%) and in line with national (in that year, three pupils were unable to access the test - one with an EHCP and two INA); internal data up to the point of school closure in March 2020, showed that the Y1 cohort had made expected progress in reading and were on track to be in line with national expectations in phonics • Outcomes for pupils that benefited from Cheetwood's phonics teaching over time were good as 86% of pupils on roll in Cheetwood since nursery achieved the expected standard in 2019 • At the end of Y2 in 2019 90% of pupils had achieved the expected standard in phonics; this is an increase on the previous year and in line with the national average • In September 2020 early phonics assessments indicated that lockdown had a significant impact on phonological understanding with only 43% of pupils in Y2 correctly recognised 40+ phonemes. However, a whole class focus on recovering basic skills including a targeted catch up programme for phonics was implemented resulting in pupils making accelerated progress. As a result, 88% of the core cohort met the expected standard in the December 2020 national phonics screening for Year 2 pupils. • During periods of school closure or blended learning, a strong focus was maintained on providing home learning activities that enabled those pupils at home the opportunity to practise skills for future learning; in the autumn term 2021 Pupil Voice Questionnaire, one pupil stated that 'Our teachers help by giving clear explanations and going over work again when we are stuck with examples. If we need 1:1 help we get it and we get help in small groups too' • During the last inspection of the school in 2018, Ofsted judged that 'The teaching of phonics is good. Teachers match activities to what pupils know and can do'
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	• There is consistent modelling by all staff of correctly spoken English and an insistence that all pupils do the same • In the EYFS, where pupils enter school with extremely limited speaking and listening skills, evidence from recent 2020 autumn term planning and observations show there is a very strong focus on promoting the acquisition of vocabulary and the expectation that over time pupils will increasingly speak in full sentences, relentlessly modelled by staff • Subject specific vocabulary is promoted throughout the curriculum in KS1 and KS2, this enables pupils to acquire the knowledge they need to access and understand the main objectives being taught in each subject area.

Strengths	
The Quality of Education <i>cont'd</i>	Evidence
IMPACT 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.	• Despite significant contextual challenges and increased transience, pupils achieve well in all phases of education at Cheetwood and in 2019 outcomes were strong and, in the majority of cases, in line with or exceeding national averages • In KS1 in 2019 72% of pupils met the expected standard in reading; this is above the Manchester average and just below national average (75%); in writing 79% met the expected standard, this is well above the national average (69%) and Manchester average (66%); the attainment in writing also represents a year on year increase of 12%; outcomes in maths were well above national and Manchester averages with 86% of pupils meeting the expected standard; the percentage of pupils meeting the combined expected standard in reading, writing and maths was 72%; outcomes for pupils working at greater depth at the end of KS1 were in line with Manchester in reading (21%) and writing (10%) • In KS2 in 2019 76% of pupils met age related expectations in reading, which is above both the national (73%) and Manchester averages (68%); outcomes in writing (79%) and in GPS (83%) were above national and Manchester averages; the number of pupils meeting the expected standard in maths (79%) was the same as national average and above Manchester; the attainment in maths represents a year on year increase of 10%; the combined reading, writing and maths was 66%; this is above national and Manchester and a year on year increase of 4%; outcomes for pupils working at greater depth at the end of KS2 were above national and Manchester in GPS (41%), above Manchester in writing (17%), in line with Manchester in maths (24%), but below Manchester and national in reading; the percentage of pupils reaching the higher standard in reading, writing and maths combined (10%) was in line with national (11%) • Key stage progress in reading, writing and maths was within the national average in 2019 • The impact of a good quality of education over time ensures that outcomes for the core group of 'ever Cheetwood' pupils (ie those on roll since reception) are exceptionally strong, these pupils benefit from consistently effective and targeted teaching throughout the individual key stages • In July 2019 79% of the Y6 pupils that had been at Cheetwood since reception achieved the national standard in reading, 84% met the standard in writing, 90% in GPS, 79% in maths and 74% in reading, writing and maths combined; all of these are above national average and provide strong evidence of good teaching over time and added value • Data collected from Target Tracker and corroborated in monitoring activities confirmed that progress in the 2020-2021 academic year was accelerated across the school in reading, writing and maths; on average progress was 25% above what would usually be expected providing strong evidence of a well-planned and effective recovery curriculum that was maintained during periods of remote learning • There was no statutory testing at the end of Y6, but internal data provides evidence of a significant increase of the percentage of pupils meeting age related expectations over the academic year; from low starting points in September 2020 there was an increase of in 34% in reading, 27% in writing and 37% in maths; progress in Y6 was exceptionally strong at 48% above what would usually be expected, as a result, the core cohort of Ever Cheetwood achieved age related outcomes of 69% in reading, 62% in writing and 62% in maths • There was no statutory testing at the end of Y2 but internal data provides evidence of a significant increase of the percentage of pupils meeting age related expectations over the academic year; from low starting points in September 2020, there was an increase of 30% in reading, 42% in writing and 34% in maths
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. Pupils with SEND achieve the best possible outcomes.	• Curricular opportunities are embedded for pupils throughout school to become inspired independent learners and to develop skills of curiosity in order for them to thrive in their learning, including home learning and their next stages of education • Pupils are prepared well to be 'high school ready' and have a programme of support that helps them with resilience, safety, making choices, knowing their rights as well as responsibilities, understanding citizenship etc; Y6 pupils were taught a bespoke transition programme and given a Y6/7 book 'Kid from out of Space' to read over the summer break so transition to high school could be prioritised and literacy work continued • Year 6 pupils were also able to meet the author of this book in a CPD session to launch the #BigRead • Pupils and parents are involved in termly child centred reviews to ensure that provision for pupils with SEND is carefully matched to individual targets • Internal Target Tracker data for the 2019-2020 academic year up to school closure in March 2020, showed for pupils with SEND that progress was comparable with the rate of progress for non-SEND peers, from relative starting points, indicating targeted teaching and specialist intervention enabling such pupils to achieve the best possible outcomes • If pupils are not making progress at the expected rate, the SENCo will seek the help and support of multi-agency professionals and make further adaptations to the curriculum and provision

Strengths	
The Quality of Education <i>cont'd</i>	Evidence
Pupils' work across the curriculum is of good quality.	• Leaders and governors have a strong vision for the school; they set high expectations of staff and pupils, there is clear communication on the key priorities; within the school's challenging context, leaders and governors are continually ambitious for all pupils • Engagement of all staff and governors on the SIP agenda impacts on improvement; school improvement processes are rigorous, detailed data tracking helps the school to plan, monitor and refine actions resulting in improvements across all key aspects of its work • The robust monitoring and evaluation schedule linked to the school improvement plan means that standards are regularly checked to ensure pupils receive a high-quality education and their work across a curriculum, that is broad, balanced and has depth, is of good quality; we see this in planning, lesson observations, learning walks and pupils' books • Book scrutiny and monitoring has provided evidence that the standard of work seen in pupils' books is of good quality; with the introduction of the new Cheetwood curriculum, this will be further built upon and celebrated in future book scrutiny and monitoring. • During remote learning, if work submitted was not of the standard seen in class, teachers or teaching assistants provided feedback and sent the work back to pupils, giving them guidance on how to improve it in order to meet the standard that are expected in class.
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.	• There are regular opportunities for pupils to embed basic skills across all areas of the curriculum which impacts well on outcomes • Pupils read at least once every day without fail; the systematic approach to reading across the school ensures that pupils are given a wealth of opportunity to read widely and often, with increasing fluency and comprehension commensurate with their age/stage, outcomes are therefore consistently good; internal data in July 2019 shows that progress in the majority of cohorts was above the level expected and at the end of KS1 reading outcomes (72%) were in line with Manchester • In 2019 targeted teaching and highly effective interventions resulted in 33% of pupils in the lower attainment group making accelerated progress and achieving the expected standard at the end of Y2 • At the end of KS2 in 2019 76% of pupils met the expected standard in reading more than the Manchester and national average • Reading continued to be prioritised during periods of school closure/blended learning, reading activities were incorporated into the weekly home learning and for disadvantaged families who lacked quality reading resources at home, bespoke packs of books were put together and delivered by staff • The end of key stage maths outcomes in 2019 indicated that pupils are able to apply mathematical knowledge, concepts and procedures to tackle a range of problems • At the end of KS1 in 2019 86% of pupil met the expected standard in maths which was above the Manchester and national averages • At the end of KS2 in 2019 79% of pupils met the expected standard in maths which was above Manchester and same as the national average
The Quality of Education School Improvement Priorities 2021 – 2022	
• Increase the percentage of pupils meeting age related expectations to achieve the numerical targets set in reading, writing, maths, compared to September 2021 • All pupils to make at least expected progress of 6 target tracker steps (5 steps in Y1) with those highlighted in the target groups making 7 steps progress (6 steps in Y1) • Vulnerable and disadvantaged learners to make expected or accelerated progress within the targeted interventions delivered • In Y2 and Y6 statutory test outcomes in reading, writing and maths to be in line with regional and national averages when measured against schools with similar contextual issues arising from the COVID-19 pandemic • In Y2, 82%+ of pupils to achieve the statutory phonics screening check undertaken in December 2021 • In Y1, 80% of pupils to achieve the statutory phonics screening check undertaken in June 2022 • Improve the spelling of the statutory words across Y1 to Y6 • To improve rapid recall of times tables and the understanding and application of maths skills in the areas of arithmetic, reasoning and problem-solving • In Y4, 98% of pupils to achieve 20 or more, 80% to achieve 23 or more in the statutory multiplication test undertaken in June 2022 • SEN pupils to make good progress in line with those without SEN; this will be measured within the broader curriculum, within their own personalised curriculum, within their IEP and other specific learning interventions • Raise standards in the teaching and learning of computing by capitalising upon the increase in devices in school provided free by the DfE in 2020/2021 • All pupils to make at least the expected progress of 6 target tracker steps in computing • Increase the percentage of pupils meeting age related expectations in computing • Following the full and in depth review conducted last year, implement the newly developed curriculum plans resulting in the delivery of an effective progressive model	
Accountabilities	
Monitored by HT, Curriculum and Standards Committee of the GB, Curriculum Link Governors Led by DHT/SENCo, AHT, Core Subject Leaders, Computing Leader Implemented by Phase Leaders, Teachers, TAs	

Strengths	
Personal Development is GOOD because	Evidence
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 broad and balanced curriculum provided by the school extends beyond the academic offering a wide range of opportunities for pupils to learn and develop in many diverse aspects of life; the range of subjects, topics and themes covered also help pupils' physical, mental and personal well-being • Our multi-faith, multicultural school contributes significantly to spiritual, moral, social and cultural development and provides an ideal backdrop for pupils to actively respect the differences between each other in the way they pray, in the food they eat and how they dress, equipping them to be thoughtful, caring and active citizens in school and the wider society • During the school closure March to July 2020 and periods of remote/blended learning during 2020-2021 a clear plan was put in place, led by key school leaders, to shift to a greater emphasis on pupils' broader needs through such strategies as "well-being Wednesday" and "fitness Friday" and this was well communicated to parents/carers • During the autumn 2020 parent consultation, 100% of parents agreed that the school provided their families with emotional support and advice during the lockdown period <i>"making sure my children were emotionally good"</i> <i>"Kept in constant contact to ensure myself and my child were well and wasn't in need of any extra help. Also made sure that meal vouchers were dropped off"</i> <i>"You kept communicating with the families, you offered a great support for everyone- thank you"</i>; throughout this period the school continued to provide a curriculum that extended beyond the academic in order to meet pupils' broader social, emotional and physical developmental needs; there was a rapid acknowledgement by the staff of the challenges faced by families as a result of prolonged periods of isolations and extended school closure • In the Autumn term 2021, a significant number of parents and carers took the time to offer their views and opinions by completing the Parent View Survey, resulting in 129 returned questionnaires (representing our best response since we started gathering this data in 2016); parents continue to be supportive of the school and tell us that their children are well taught, well behaved, well looked after and make good progress. • In March 2021 the annual Pupil Voice Day focused on the pupils' experiences during the spring term when the majority were accessing learning remotely, pupils talked about missing their friends and the social aspects of school, they also missed the routine of the school day and spending time in a classroom alongside their peers and teachers, all indicating how pupils value the support the school provides them for their broader development • During the inspection in March 2018 inspectors found many strengths relating to personal development: 'Work to promote pupils' spiritual, moral, social and cultural development is highly effective....pupils' understanding of fundamental British values is exceptional'
The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.	• Pupils are provided with a range of opportunities to undertake various roles within the classroom and across the school which support in building confidence, independence and character; such roles include peer mediation, sports crew and house captains • Resilience is a fundamental characteristic that is promoted throughout the curriculum (pupils setting their own learning targets, reflecting and evaluating their own and other's work and use of the school marking policy to celebrate the positives and encourage further developments and improvements) and the wider school community (sporting events, school reward/house system, social and emotional interventions and collaborative workshops for pupils and parents) • There is an individualised and extensive transition programme for Y6 which supports readiness for the next phase of education, enabling these pupils to be equipped to make the transition to high school successful and seamless; although this could not be held in person in 2020 or 2021, pupils were given the opportunity to access virtual transition activities with their chosen high schools during the school day • Annual transition days in the summer term are held for pupils across the entire school as they begin to prepare to move to their new classes which build confidence and resilience • Although there is high transience (36% up to March 2020 and 41% in 2020-2021) the school has a robust plan in place to settle new pupils quickly, building independence and readiness to learn; this continued during school closure when the school admitted new pupils on roll; teachers welcomed pupils to their virtual cohorts, incorporated them into the weekly welfare calls and planned/prepared bespoke activities to support their transition • New arrivals are consulted and their views sought on how supportive they feel during their induction, so processes can be refined and developed further according to need; data gathered through new arrival questionnaires show 99% of the pupils rated their welcome to Cheetwood as good or very good last academic year • Evidence gathered through pupil consultation activities (spring 2021) and evidence seen in leadership lesson observations demonstrates that pupils were very happy and keen to finally return to school in March 2021, this shows that the wider support provided by the school in helping pupils to be resilient and show their strength of character, particularly during the period of closure, is highly effective

Strengths	
Personal Development <i>cont'd</i>	Evidence
The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.	• A focused school improvement priority, competently led by the school's head of pastoral care, promoted the social and emotional development and mental well-being of pupils; pupils causing concern were assessed and bespoke programmes of support and intervention were provided by teaching assistants; data collected evidenced the strong success of this priority, there was a noticeable improvement in pupils' social and emotional development and mental well-being in all classes measured by identified pupils SDQ scores decreasing, showing that there were no longer concerns in the areas originally assessed as so • Staff developed a better understanding of their cohort's social, emotional and mental well-being needs through discussions and pre/post SDQs termly 'pastoral care surgeries'; all of this evidence demonstrates the school provides high-quality pastoral support, it is well-embedded practice and an area of strength • The school continues to develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities. • Our continuing strong partnership with Manchester City Football Club helps us ensure a wide range of programmes are offered to pupils (Well-being, ICT, Healthy Eating), staff cpd, extra-curricular activities continue to be relevant and high-quality. • To develop the pupils' confidence, resilience, and social, emotional and mental wellbeing, the school has an in-house therapeutic play specialist and dedicated therapy room • The school achieved the Healthy Schools Silver Award in 2018-2019 and again in 2020-2021; staff have been trained in healthy eating and this is actively used during lunchtimes to encourage pupils to make healthy food choices and eat healthily • During the school closure March to July 2020 and periods of remote/blended learning during 2020-2021, the following was implemented to ensure that high-quality pastoral support continued and that pupils were engaged and encouraged to continue living a healthy and active lifestyle even with restrictions that were in place: ➢ Monitoring of the weekly welfare call logs showed that some pupils were not taking any daily exercise at all and constantly remaining in the house, so a personalised response was initiated and bespoke activity packs were provided for identified families, encouraging daily physical exercise which did not require the use of any specialised equipment ➢ Take up and use of activities was monitored by the PE leader and then a whole school strategy/action plan was developed to address the lack of physical exercise being undertaken by using a range of approaches to ensure all pupils received the message about the importance of daily exercise and were given the opportunity to engage in such activity ➢ The success of the action plan was monitored through evidence sent to the dedicated 'healthy me' email address, with many families sending videos or pictures of their children participating in physical activity ➢ Encouragement offered through the welfare calls and emails from the teachers and TAs had a positive impact, as the number of recorded concerns decreased significantly regarding pupils' lack of exercise ➢ Another area which teachers quickly became aware of through the weekly calls during school closure, was some pupils' concerns and worries over coronavirus; to help alleviate some of the fear, age-appropriate video stories for parents were provided to support them in explaining the virus in child-friendly terms • The pastoral support to pupils and families was highly valued during school closure and this is demonstrated in the overwhelmingly positive comments made by parents in the 2020 autumn term consultation about the support provided <i>"The weekly phone calls were a lifeline we looked forward to"</i> <i>"Keeping in touch with children made them feel wanted and important"</i> <i>"Providing support for myself and my child ...it was never too much trouble"</i>
They have an age-appropriate understanding of healthy relationships.	• RSE is delivered by teachers and the head of the pastoral care, in partnership with the school health nurse, in Y5 and Y6; all other classes are provided with bespoke lessons as appropriate • In 2019-2020 a working group was established across all stakeholders to develop a new relationships education policy in line with changes to government requirements; several consultation activities took place and the evidence gathered informed the completion of the process in 2020-2021; a new RSE policy approved by governors is now in place and provides the basis for a coherent RSE curriculum, which meets statutory requirements • E-safety workshops in partnership with parents/carers and the wider school community enable pupils and families to recognise the dangers of online gaming, grooming and the potential dangers of social media (radicalisation and cyberbullying) and to keep themselves safe online – this was further strengthened in autumn 2019 when the headteacher/e-safety leader held 1-1 support surgeries with identified concerned parents/carers and an online safety home-school agreement was developed and implemented; records of e-safety concerns showed support provided by the school had an impact as fewer concerns were reported and there were fewer incidents of conflict originating from online behaviour spilling over into school • Pupils are given support and strategies to protect their physical, emotional and mental wellbeing • The work undertaken by the school is further enhanced and strengthened by support from such organisations as NSPCC and ChildLine

Strengths	
Personal Development <i>cont'd</i>	Evidence
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.	• Over time pupils have been provided with a huge wealth of enrichment activities, enabling them to participate in and respond positively to artistic, musical, sporting and cultural opportunities: Bike Right, Manchester Central Library, Manchester City Football Club, FeelGood Theatre Company and the opportunity to represent the school in local and regional competitions • The school was awarded the Music Mark 2019-2020 in recognition of our commitment to providing high-quality music education • Opportunities are available to pupils to have ownership of tasks and jobs thereby instilling a sense of responsibility and developing high levels of independence; they are actively involved in contributing to personal development, for example through their engagement in the leadership of peer mediation, sports crew and being house captains • Peer mediation empowers pupils to resolve incidences of low-level conflict and gives them the opportunity to develop leadership skills, conflict resolution skills and other attributes necessary for their adult life
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, tolerance and respect.	• The school's rich multi-cultural and multi-faith context means British values are securely embedded and underpin seamlessly through all our work; the well-planned curriculum offered in this area further supports the teaching of all British values, preparing pupils well for life in 21st century modern Britain • Experiences to promote British values are actively taught in class with a focus theme each half term, an in-class assembly timetable means that pupils continue to develop and deepen their understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance • Pupils have a growing ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England, this is exemplified in the school's 'house system' which promotes the understanding pupils have of the personal contribution they make to maintaining excellent standards of behaviour whilst encouraging a sense of shared responsibility, school citizenship and teamwork • The school's consistent behaviour policy, well-known by all, means pupils actively show a good understanding of the consequences of their behaviour and actions • The use of the Parliamentary Loan Box (November/December 2019) and participation in the Parliament virtual workshop (September 2020) means pupils are developing knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Improving the pupils' knowledge and understanding of British values is also one of the school's published equality objectives and therefore signifies our commitment to this important area of work
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.	• The school's strong equality policy and the teaching of equality and inclusion ensure that these attitudes are well embedded throughout the school so that all pupils thrive together understanding that difference is positive and not negative • The Manchester RE syllabus, specially developed for Manchester schools by Faith Leaders in the city is followed so all pupils know about and respect faiths and non-faiths represented in the school • A specially planned annual 'Diversity Week' further promotes and celebrates the cultural, religious, spiritual and moral differences within the school, as a result, pupils are very aware of and have the ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities through classwork and whole school activities • Pupils are developing an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • In March 2018, Ofsted reported 'This is a highly inclusive school, where everyone feels safe, respected and valued...'
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.	• There is zero tolerance to bullying, harassment and discrimination shared by all, activities such as participation in the annual anti-bullying week and the school being Stonewall Champions reinforces work in this area • Within the curriculum, the books and literature used to reflect the diversity of the school and cover challenging topics relating to the differences in other cultures, beliefs and identity • Half termly monitoring and analysis of behaviour records by the senior leadership team provides evidence that there are few bullying incidents and those of a discriminatory nature reported; robust procedures mean when this does happen, incidents are dealt with swiftly and decisively • The school has an Equality policy and objectives published on the school website, reviewed annually and updated at least every four years; an accessibility policy and plan are also published on the school website, reviewed annually and updated at least every three years
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.	• The RE and PSHE curriculum offered at Cheetwood means pupils are provided with the opportunity to investigate and offer reasoned views about moral and ethical issues and have an ability to understand and appreciate the viewpoints of others on these issues • Pupils are given opportunities to take on responsibilities in the classroom and the wider school context • The school's behaviour policy encourages a positive approach in supporting pupils to take ownership of their actions and behaviour and make the right choices • Pupils are encouraged to express their beliefs and cultural identities, drawing on their diverse backgrounds, own heritage and life experiences in a safe and secure environment

Personal Development School Improvement Priorities 2021 – 2022

- As a result of the ongoing effects of the COVID-19 pandemic, ensure the physical and emotional needs of the pupils are effectively met and their mental well-being promoted through bespoke programmes of support, resulting in a positive and measurable impact upon outcomes
- Continue to prepare pupils positively for life in modern 21st Century Britain; promote their SMSCP development and the fundamental British values through a range of opportunities presented both explicitly and implicitly through a broad and balanced curriculum
- Continue to promote the equality of opportunity and diversity through teaching and learning by creating a purposeful environment that allows pupils to access all subject areas and express themselves, always paying due regard to ability, gender, religious beliefs, ethnic background and cultural differences

Accountabilities

Monitored by HT, Curriculum Link Governors, Equality Link Governor

Led by H of PC, PE Leader, Equality Leader

Implemented by Phase Leaders, Teachers, TAs, Pupil Leaders

Spiritual, Moral, Social, Cultural and Physical Development

Our multi faith, multicultural school contributes significantly to spiritual, moral, social and cultural development and provides an ideal backdrop for pupils to actively respect the differences between each other in the way they pray, in the food they eat and how they dress, equipping them to be thoughtful, caring and active citizens in school and the wider society.

The explicit teaching of skills impacts upon engagement, achievement and attainment.

Pupils are required to use their imagination and creativity to develop an appreciation of artistic, cultural and sporting opportunities through a rich, varied, cross curricular and extra curricular approach.

Identified pupils receive support from specialist staff in developing their social skills, self esteem, confidence and resilience impacting upon outcomes.

Pupils' cultural awareness, strong sense of right and wrong and having respect for each other impacts on standards of behaviour and positive attitudes to learning.

Pupils are given the opportunity to reflect on behaviour through discussion about their own sanctions.

Rigorous, annual equality monitoring has resulted in the school setting equality objectives meaningful to the school's context. The school has consecutively been awarded the Stonewall School Champion status for championing diversity and celebrating differences from 2015 to 2019.

Highly effective initiatives at lunchtime and more opportunities for pupils to engage in constructive, purposeful activities have impacted positively upon their physical development and improved behaviour. A wide range of extra-curricular clubs for pupils were delivered throughout 2018-2019. As a result of taking part in these extra-curricular clubs, groups of pupils entered more than fifteen city-wide competitions, of a wide range of sports, over the year, therefore increasing participation levels in competitive sport.

The school achieved the Sainsbury's Bronze School Award in Sport in 2013, 2014, 2015. Building on this even further the school received the Silver Award in 2016, 2017 and 2018. In 2019 and 2020 we achieved the Gold Award. This is very strong evidence to show the positive impact PE leadership and the PE/Sports Premium are having in relation to sporting participation and ability within the school.

Strong SMSCP leadership continued during school closure/periods of blended learning in 2020-2021 with a huge variety of resources and activities on offer and personal support for target families; evidence of a high level of participation and appreciation by parents is shown in the videos and photos emailed to the school and positive comments made.

Learners within a range of pupil-led groups (house captains and vice captains, sports crew, peer mediators) have taken on a greater role in school leadership, demonstrating that pupils have a strong voice in decisions relating to their learning and well-being.

SMSCP development was promoted further again through the highly successful annual "diversity week" held each February, where equality and diversity issues were explored in depth; the week's activities result in an increased awareness that respecting diversity and promoting equality are key British values in 21st Century Britain.

The school's teaching of British values and the issues of equality and diversity is very good. This is demonstrated by evidence gathered in recent parent and pupil consultation activities on school ethos and values. 99% of parents judged the way the school teaches and promotes British values as good or excellent; when asked to select the key values that represent pupils at Cheetwood, the top two chosen by parents were equality and diversity – the same top two selected by the pupils themselves during the annual pupil voice day.

Parents also indicated that the school provided holistic care for pupils during school closure, comments made as part of the 2020 autumn term consultation, reflect that physical health and mental well-being were well supported by the school.

As an indicator of the school's proven track record in promoting strong SMSC development, the school was honoured to be approached by Manchester City Council to host the launch event of Hate Crime Awareness Week (February 2017). Local community representatives, senior police officers, councillors, media and press lavished high praise on groups of pupils who performed song, drama and poetry at the launch event which celebrated and embraced the rich heritage, diversities and cultures that makes both the school and Manchester great.

Footage can be seen via the following link: <https://youtu.be/CA4FEqBiWCo>

Strengths	
Behaviour and Attitudes are GOOD because	Evidence
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.	• Behaviour is consistently of a high standard in lessons, around the school and beyond which makes a positive contribution to pupils' learning, this has been consistently validated during external adviser observations over time (most recently October 2021); pupil behaviour is frequently commented upon positively by visitors to the school and when on educational visits • Pupils' good conduct reflects the school's efforts to promote high standards of behaviour; if there are particular behavioural needs, decisive leadership and robust systems mean issues are tackled immediately as they arise, this consistent whole school approach means that improvements in behaviour are sustained and ensures that high professional standards within teaching and learning are maintained for all pupils (evidenced by case studies) • Opportunities are available for pupils to have an ownership of tasks and jobs thereby instilling a strong sense of responsibility, they are actively involved in making a contribution to behaviour standards, for example, through their engagement in the leadership of behaviour through peer mediation, sports crew, and the house system, as a result, pupils are sensible and take responsibility of their own behaviour • Incidence of low-level disruption is extremely rare as evidenced during senior leadership lesson observations in 2020-2021 and in the most recent annual headteacher observations undertaken in October 2021; when interviewed by the headteacher, pupils' responses demonstrated that they have confidence in the robust behaviour and discipline system in place and trust leaders to take rapid and appropriate action to resolve any concerns they have • In March 2018, Ofsted inspectors reported that 'pupils say incidents of negative behaviour are rare....this is partly because pupils are encouraged to reflect on their actions and the impact these have on others'; inspectors also said 'the behaviour of pupils is good; in classrooms and around the school, pupils are sensible and take responsibility for their own behaviour and that of others...older pupils take their responsibility towards younger pupils very seriously, supporting them at lunchtimes in the dining hall and outside in the playground'
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 zero tolerance of bullying, harassment and discrimination shared by all, activities such as participation in anti-bullying week and the school being Stonewall Champions reinforces work in this area; relevant policies have been updated to reference peer on peer behaviour; the new PSHE curriculum has been reviewed and updated to include peer on peer issues as well as bespoke lessons delivered when necessary; all DSLs have undertaken peer on peer behaviour awareness training • Within the curriculum the books and literature used reflect the positive environment of the school and cover challenging topics relating to the differences in other cultures, beliefs, identity and family life • Pupils have a good awareness of different forms of bullying; half termly monitoring and analysis of behaviour records by the senior leadership team provides evidence that there are few bullying incidents; robust procedures mean when this does happen, incidents are dealt with swiftly and decisively, actively involving pupils in the process • During the school closure March to July 2020 and periods of remote/blended learning during 2020-2021, robust systems were maintained to ensure incidents such as the use of derogatory language online were dealt with and support offered to parents; DSLs/senior leaders continued to meet regularly to review CPOMS and teacher call logs, leading to a reduction in the number of incidents where derogatory language was being used • Pupils have a high degree of respect for diversity and difference within our multi-cultural, multi-faith school, resulting in very few discriminatory incidents, as evidenced through pupil voice activities, half termly monitoring of behaviour records by senior leadership and the annual equality monitoring • During the school closure March to July 2020 and periods of blended learning during 2020/2021, the positive environment and ethos of school extended to the support offered during this period; weekly calls and personal dialogue ensured pupils maintained contact and still felt part of school, parents were supported with any behaviour concerns • Pupils who talked to inspectors in the March 2018 inspection explained how teaching helps them to stay safe, for example from bullying, they explained bullying in its different forms and showed a good understanding of the harm it causes
There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	• Well embedded school systems (such as CPOMS, provision mapper and the half termly monitoring of behaviour records by the senior leadership team) ensures relevant staff are made aware, involved in and kept updated on the progress of identified pupils • Throughout the year staff have regular meetings with the head of pastoral care and the SENCo to discuss and identify need • For the very small minority of individuals with particular behavioural needs decisive leadership and robust systems mean issues are tackled immediately as they arise, this consistent whole school approach means that improvements in behaviour are sustained and ensures that high professional standards within teaching and learning are maintained for all pupils • During the school closure March to July 2020 and periods of remote/blended learning during 2020-2021 the SENCo and Head of pastoral Care maintained close contact with pupils and families with particular needs and vulnerabilities to ensure that high quality personal advice and pastoral support was in place

Strengths	
Behaviour and Attitudes <i>cont'd</i>	Evidence
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.	• In March 2021, during Pupil Voice Day, pupils said; <i>'We liked being back at school because we get a better explanation and our questions are answered straight away'....and....'We get to talk, share our ideas and learn from each other'</i> • There is strong evidence to show that pupils' attitudes to their education are positive and they are committed to their learning through the behaviours consistently seen in lesson observations; this is further evidenced by the commitment of pupils to their home learning and the reading at least three times a week at home challenge • During the school closure March to July 2020 and periods of remote/blended learning during 2020-2021, records of phone conversations and CPOMS entries showed that teachers and TAs were actively involved during school closures in encouraging and supporting pupils and their families so that positive attitudes towards learning were maintained; examples of work submitted, pupil and class projects and photos, are all evidence of high levels of engagement and pupils still keen to share achievements, during a very challenging period of time • In March 2018, inspectors reported that at Cheetwood 'pupils enjoy school and are very keen to learn' • In the same inspection, Ofsted also reported 'Work to promote pupils' spiritual, moral, social and cultural development is highly effective....pupils' understanding of fundamental British values is exceptional'
Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.	• In spite of a hugely disrupted year of education in 2020-2021, the following evidence demonstrates that pupils clearly understand the importance of good attendance and how this can impact on improving educational outcomes and life chances: ➢ Levels of overall absence remained broadly in line with the national average, with attendance finishing at 94.2% in July 2021 ➢ Levels of punctuality finished high at 98.6% in July 2021 • Levels of persistent absence increased in 2020-2021; this was largely due to pupils (eleven in total) who, despite there being a pandemic, travelled overseas and then experienced prolonged absences, due to a change in travel restrictions • The school has a designated Attendance Officer who deals with attendance and punctuality matters; data is monitored and analysed by the headteacher and deputy headteacher on a half termly basis to identify any trends and to ensure action is taken to address any issues, particularly for pupils in identified disadvantaged groups • During the school closure March to July 2020 and periods of remote/blended learning during 2020-2021, robust record keeping and monitoring systems were put in place to enable school leaders and teachers to rapidly address lack of engagement and 'hard to reach' families, this included keeping in regular contact with those who had travelled overseas and could not return, providing advice and work for the pupils, and supporting families who were admitted on to the school roll during closure • In anticipation of the full return to school in September 2020 and again in March 2021, proactive work took place to encourage good attendance, with every parent receiving a personal phone call from their child's teacher so that expectations could be discussed and any fears or anxieties allayed; messages of good attendance were also backed up with advice and information for parents and pupils on the school website • Anecdotal evidence from teachers, supported by evidence gathered in observations and Pupil Voice Day, showed that pupils were very happy to return to school after the lockdown closures and they are demonstrating a renewed keenness in lessons • At the end of October 2021, attendance was 95% - better than the national average - and levels of punctuality were high at 98.5%, further demonstrating the pupils' renewed keenness to be in school and the success of the attendance and punctuality culture that is strongly promoted • In March 2018, inspectors reported that 'pupils enjoy coming to school and this shows in their good levels of attendance; attendance over time has been high compared to the national average'
Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.	• There have been no permanent exclusions in the school; there have been nine fixed term exclusions in the last 14 years, although none in the last four; exclusions are viewed very much as a last resort, but where the behaviour of individual pupils repeatedly falls short of the standards required and every avenue of support and intervention has been explored in collaboration with parents/carers, the exclusion process will be executed which demonstrates the strength of leadership and management in wishing to provide a learning environment that is safe and orderly for all
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.	• Pupil responses within previous headteacher interviews show that pupils hold the diversity of the school in high regard and recognise the positive opportunity this provides them in learning to respect others; the school has been awarded Stonewall Champion status annually since 2015 for championing diversity and respecting difference • Peer mediation empowers pupils to resolve incidences of low level conflict and gives them the opportunity to develop respectful behaviours and attitudes necessary for their adult life; the house system further develops the understanding pupils have of the personal contribution they make to maintaining excellent standards of behaviour while encouraging a sense of shared responsibility, school citizenship and teamwork • A wide range of effective support systems both formal and informal ensures that personal development is another strength of the school and that all aspects of pupils' welfare are actively promoted • Pupils are very welcoming and supportive to new arrivals in school, this is evident from the data collated and positive comments from the annual new arrivals' questionnaires

Strengths	
Behaviour and Attitudes <i>cont'd</i>	Evidence
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe <i>cont'd</i>	• Evidence from previous headteacher pupil interviews showed that pupils from EYFS through to Y6 have a good understanding of how they are kept safe at school; 100% of pupils interviewed stated they feel safe at school; evidence from autumn 2021 "parent view" style questionnaires demonstrates that parents continue to be supportive of the school and tell us that their children are well taught, well behaved, well looked after and make good progress. • Pupils are continually briefed on safety issues, they are given wider opportunities to take part in accredited safety training e.g. Bike Right, British Red Cross, Healthy Schools Team, Water safety, Train & Trams, ChildLine, all resulting in pupils having an excellent understanding of how to keep themselves safe; during school closure, pupils were regularly provided with activities designed to encourage them to think about how to stay safe, for example The British Red Cross website link to "Staying Safe Within the Home" enabled pupils to access many different and fun ways of staying safe and to recognise main hazards within all areas of the home and local environment • In spring/summer 2019 and then again summer 2021, as part of the school's continued commitment to the safety of the pupils, we successfully worked with parents/carers and the local neighbourhood team to promote better road safety practices and parking within our community • The school's rich multi-cultural and multi-faith nature means British values are securely embedded and underpin seamlessly through all our work, resulting in positive and respectful relationships between pupils and staff • In the autumn term 2021 parent view survey, 86% of parents agreed/strongly agreed that school deals with any instances of bullying quickly and effectively • Evidence from the 2021 spring term consultation demonstrated that, as in the previous national lockdown, pupils and their families felt that communication with the school was good and that they were well supported practically and emotionally during this time; other key findings included: ➢ SEN and vulnerable pupils thrived in the class bubbles both in terms of their academic work and socially and emotionally ➢ SEN pupils supported at home continued to have access to the extra support and additionality outlined in their IEPs ➢ Pupils learning in school really valued the personal contact with their peers and the adults in school ➢ Good communication and additional support for parents was once again an integral part of providing a successful remote learning offer and parents greatly valued the help, advice and encourage they received ➢ Many pupils developing greater resilience and independence while studying at home ➢ The importance of recognising that the remote learning offer needed to be different for younger pupils and that the adaptations that were made were appropriate and effective • Feedback from parents and carers during the 2021 spring term consultation was extremely positive with all agreeing [and in the majority of cases strongly agreeing] that their child was provided with daily lessons and high quality teaching and learning activities and that their child received feedback on their work; all parents and carers also agreed [and in the majority of cases strongly agreed] that the school provided them with information and advice on remote learning and that there was good communication and support available when they needed it; over 90% agreed or strongly agreed that the team contacted them if their child wasn't engaging in learning and that their child still felt a connection to the teaching team; parents also acknowledged that their child had received personal help and learning support (94%) and that the school had provided them with the equipment and resources needed to support home learning (97%) • In March 2018, inspectors reported that Cheetwood is a 'highly inclusive school, where everyone feels safe, respected and valued...'
Behaviour and Attitudes School Improvement Priorities 2021 – 2022	
• Implement the attendance and punctuality policy in order to successfully achieve ➢ 97+% attendance ➢ A level of persistent absence below the national average ➢ 98.5+% punctuality • Work with and support families who need to improve attendance and/or punctuality, but ultimately have zero tolerance of unauthorised leave of absence • Actively promote a strong safeguarding culture through curriculum design and delivery, so that pupils have a greater understanding about safeguarding, know about current safeguarding issues, adopt safe practices in and outside of school and know who to go to if they do not feel safe • Continue to promote the equality of opportunity and diversity through teaching and learning by creating a purposeful environment that allows pupils to access all subject areas and express themselves, always paying due regard to ability, gender, religious beliefs, ethnic background and cultural differences	
Accountabilities	
Monitored by HT, Safeguarding Link Governor, Attendance Link Governor, Equality Link Governor Led by HT, H of PC, AHT, Equality Leader, DSLs, Office Manager Implemented by Teachers, TAs	

Strengths	
Leadership and Management are GOOD because	Evidence
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 and governors have a strong vision for the school; they set high expectations of staff and pupils, there is clear communication on the key priorities; within the school's challenging context, leaders and governors are continually ambitious for all pupils and promote improvement effectively, overcoming such barriers as well above average levels of transience (41% in the academic year 2020-2021) many international new arrival pupils, English being spoken as an additional language and high levels of disadvantage • Engagement of all staff and governors on the SIP agenda impacts on improvement; school improvement processes are rigorous, detailed data tracking helps the school to plan, monitor and refine actions resulting in improvements across all key aspects of its work • The robust monitoring and evaluation schedule linked to the school improvement plan means that standards are regularly checked to ensure pupils receive high-quality education • Self-evaluation procedures are robust and effective, providing an accurate and comprehensive understanding of the quality of education which then inform future priorities, policy and practice • Robust performance management systems mean there is clear accountability for all staff and evidence shows a direct impact upon the improvement of pupil achievement; • The ambitious vision for providing high-quality education to all pupils continued during periods of school closure/blended learning – curriculum learning concerns were followed up by senior leaders and bespoke learning support provided
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 newly qualified teachers, build and improve over time.	• Following on from subject leadership being a successful school improvement priority in previous school years, leadership of the curriculum is still strong, where practice, pedagogical content and knowledge are shared between colleagues within phase meetings, all overseen by a highly effective senior curriculum leader • Targeted CPD for all staff is having a positive impact upon teaching and learning and has improved classroom practice and a range of outcomes; CPD opportunities dovetail seamlessly into performance management processes meaning the impact is monitored and evaluated termly • Specialist CPD is regularly accessed in response to the unique context of the school and this continued during periods of school closure/blended learning, where support staff in particular participated in a range of CPD opportunities in line with school priorities • The school has a proven track record of building the capacity of high quality NQT/ECTs, as four were previously TAs at the school • Teaching is consistently strong across the school, with only a few areas requiring attention, evidenced by observations undertaken by school leaders in 2020-2021, validated further by headteacher observations undertaken in October 2021 • Monitoring by an external adviser and various school leaders shows that the curriculum provides well-planned opportunities for learning for all groups of pupils and provides a range of enrichment experiences (super learning weeks, off site educational visits) that contribute to pupils' achievement, behaviour and welfare and to their SMSCP development • The school has a proven track record of effective succession planning as vacant senior leadership positions have been filled internally by teachers as a result of appropriate leadership CPD
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	• An appropriate balance between interventions, in and out of class, ensures all pupils successfully complete their programmes of study • The yearly curriculum plan shows that the full curriculum is still provided for pupils in the statutory assessment year groups • There is a strong emphasis on Quality Teaching First within the classroom for all • The SENCo rigorously monitors and reviews provision every term; teachers, pupils and their parents/carers are involved in this process • Planning and evidence from lesson observations show strong differentiation to ensure all pupils' needs are consistently met • Same rigour of scrutiny applied to foundation subjects as core subjects to ensure all pupils receive the full curriculum offer • During periods of school closure/blended learning, the remote learning offer was rapidly developed to ensure pupils continued to successfully complete programmes of study, enhanced further by the loan of laptops • Pupils not meeting ARE in PE provided with additional opportunities to achieve (eg lunchtime and after school clubs) this continued during periods of school closure/blended learning when bespoke programmes of support were provided for individual pupils when lack of physical activity was highlighted as a concern during the weekly welfare calls • Pupils and parents/carers are consulted on the curriculum offer and their views are taken into account to shape the opportunities school provides • Effective deployment of TAs across the year groups ensures teachers are supported to be able to deliver the full programmes of study and this support continued during school closure, with TAs providing daily feedback to pupils on home learning and following up on any welfare concerns that were presented • The ethos and culture of the whole school counters any form of direct or indirect discrimination, because leaders and governors promote equality of opportunity, diversity and inclusion exceptionally well for all • The school sought to address any apparent areas of inequality and disadvantage during periods of school closure/blended learning by, for example, providing meal vouchers for FSM pupils and distributing laptops to those pupils without devices; • During periods of school closure/blended learning, the school sought to involve other agencies when necessary in order to offer specific advice on the practical, emotional and financial support available for families experiencing difficulties as a result of lockdown; referrals were also made to support agencies, to early help and signposting to food banks and other voluntary sector support

Strengths	
Leadership and Management <i>cont'd</i>	Evidence
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.	• The skills of pupil leaders have been developed and have impacted upon SIP; all pupils are engaged in the school improvement process e.g. pupils know and understand well their own targets, contribute to development/ review of policies eg Online Safety and Anti Bullying, participate in consultation activities about improvement priorities • A whole raft of strategies employed to engage parents/carers eg EYFS stay and play sessions, personal admissions meeting for every new pupil admitted, assertive mentoring meetings and 'meet your child's teacher' meetings at the start of the academic year; these continued even during periods of school closure/blended learning, when procedures were adapted to ensure any face to face events were 'COVID-secure' • There is a well embedded cycle of consultation with pupils and parents, with data analysed and published on the school website, this was especially so last year when views were actively sought on the school's remote learning offer • Specific projects have resulted in closer working links with local services eg north neighbourhood team and successful road safety initiative in spring/summer 2019 and then again summer 2021 • Participation in the City in the Community programme supports with promoting physical development and well-being; this support from CITC continued during periods of school closure/blended learning enabling teachers to provide activities promoting exercise and well-being as part of the broad and balanced remote learning offer
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.	• Workload and wellbeing was a school improvement priority in 2019-2020 & 2020-2021 and will continue as a background priority in 2021-2022, led by the headteacher to signify the importance; • Workload was reviewed to ensure a healthy work life balance, admin systems were streamlined eg feedback and marking to ensure it is reasonable and manageable, adaptations to report formats; the workload and well-being strategy also addressed the effects and challenges of the coronavirus pandemic during lockdown/school closures and periods of blended learning; a consultation with teachers in July 2021 demonstrated that 100% of respondents knew that workload and wellbeing is a priority and all could identify which tasks/areas had been addressed • Appropriate HR policies are in place to underpin systems (stress management policy; workload and wellbeing policy) • Additional support mechanisms widely used eg stress risk assessments, referrals for external support, employee assistance programme • A clear Whistleblowing Policy is in place, reviewed in October 2020 on a bi-annual basis
Leaders protect staff from bullying and harassment.	• There is an explicit staff code of conduct and high expectations of professional behaviour required at all times • Clear procedures and policies are in place openly shared with staff and implemented when necessary • Use of external HR support when required • The culture is open and transparent, line management systems are clear • Staff report they feel comfortable to approach managers • Strong ethos of collegiate working and democracy, not autocracy
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 responsible for governance have undergone training, more experienced governors have a very clear understanding of performance data, newer governors have a growing understanding; the governing body scrutinises key documents and asks critical questions; each governor is linked to an aspect of the school's work and is responsible for monitoring and evaluating that aspect as a result their ability to hold senior leaders stringently to account for all aspects of the school's performance has improved • Governors are involved in the strategic direction of the school and hold school leaders stringently to account (for example, through the headteacher's performance management mechanism) • Designated governors are linked to key priority areas which they monitor during the year and report back • Governors ensure the efficient management of financial resources and the effective deployment of staff and resources for the benefit of pupils, there has been a balanced budget for the last 14 financial years; pupil premium is targeted at the most disadvantaged pupils and monitoring demonstrates the positive impact this is having; primary sport funding is targeted to build capacity and has had a positive impact upon pupils' physical development and well being • Close support from governors, particularly the chair, continued during school closures/ periods of blended learning, this not only ensured the quality of education was maintained for pupils' remote learning during lockdown, but also looked after the well-being of school leaders • Governors have continued to meet virtually during throughout the pandemic via virtual means ensuring they continued to fulfil their statutory responsibilities for governance • Governors played a critical and active role in the risk assessment for the safe partial reopening of school in June 2020 for selected pupils, full reopening in September 2020 for all pupils, partial opening of school January to March 2021 for vulnerable learners and children of critical workers, then full reopening again in March 2021
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.	• Leaders and governors ensure all statutory duties are fulfilled, such as safeguarding, Equality Duty, Accessibility, SEN Code of Practice, LAC and this continued seamlessly during periods of school closure/blended learning • Nominated governors (eg equality, SEN, LAC) link closely with the relevant designated teachers, undertaking monitoring and report to the full governing body, this continued during the pandemic via virtual means • Equality policy and objectives are published on the school website, reviewed annually and updated at least every four years; accessibility policy and plan are published on the school website, reviewed annually and updated at least every three years • Designated senior governor for safeguarding has received training in Prevent, safer recruitment and other safeguarding matters • An audit previously undertaken on extremism and radicalisation showed the school is strongly committed and able to fulfil its statutory functions in respect of the PREVENT duty; virtual refresher training took place for all staff in January 2021

Strengths	
Leadership and Management <i>cont'd</i>	Evidence
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.	• Robust safeguarding practices, made even more rigorous by the effective use of an electronic management system for recording, alerting and monitoring, mean there is a culture of vigilance where pupils' welfare is actively promoted; a regular training programme is in place; both leaders and staff work effectively with external/multi agency partners • During periods of school closure/blended learning robust safeguarding practices continued; from day 1 a schedule was devised outlining a programme of weekly welfare calling with vulnerable pupils having more regular calls, sometimes daily; call logs were maintained and monitored by DSLs who then met weekly to identify pupils causing concern and to agree further action including closer school-based support, door step visits and seeking advice from, or referrals to, partner agencies; this response continued throughout lockdown and periods of partial opening/blended learning, including during school holidays, when there was always a DSL on duty • The early help offer is integral to the support provided by the school, ably led by the deputy headteacher/SENCo who is also a DSL; this continued during lockdown where a number of families were referred to, and subsequently supported by, early help, partnership working with high schools (where older siblings attended) ensured the high level of support provided was effectively co-ordinated • Staff exercise a proactive 'professional curiosity' • Safer recruitment procedures are stringently followed and this is clear and direct within any job vacancies that may be advertised; the policy and procedure are published on the school website; safer recruitment procedures were effectively followed for the appointment of a new caretaker during lockdown • There is a comprehensive programme of safeguarding training in line with statutory requirements for all staff; this programme of CPD continued during lockdown, including covering topics such as ACEs, Awareness of Forced Marriage, Recognising and Preventing FGM, Prevent, CSE and whole school training about online safety and PREVENT • Key members of staff with a safeguarding role reside on the senior leadership team (eg deputy headteacher, head of pastoral care) • DSLs are relentless in the pursuance of external support where needed to protect pupils and school closure did not negatively affect this relentless pursuance, it galvanised it further, as exemplified within the rigorous and robust safeguarding measures in place during lockdown/periods of partial opening/blended learning and the external support provided for families • In November 2019, the school completed the LA's safeguarding self-assessment to demonstrate that we are fulfilling our statutory obligations as set out in 'Working Together to Safeguard Children' 2018 and complying with key standards; in October 2020 and again in May 2021 the school was required to complete additional sections in the audit in order to assure the LA and the Manchester Safeguarding Partnership that the safeguarding for pupils of the school during the COVID-19 pandemic was comprehensive, rigorous and appropriate; as the school rapidly implemented robust and rigorous safeguarding measures the moment lockdown started, all requirements of the additional sections of the audit were met and the school was able to provide high quality and detailed evidence in support
Leadership and Management School Improvement Priorities 2021 – 2022	
• Improve the quality of education and outcomes in upper KS2 • Continue to focus on reducing workload and promote well-being for staff, particularly in response to the effects of the COVID-19 pandemic and how this has affected working conditions • Actively promote a strong safeguarding culture through curriculum design and delivery, so that pupils have a greater understanding about safeguarding, know about current safeguarding issues, adopt safe practices in and outside of school and know who to go to if they do not feel safe • Fulfil all statutory safeguarding requirements • Continue to promote the equality of opportunity and diversity through teaching and learning by creating a purposeful environment that allows pupils to access all subject areas and express themselves, always paying due regard to ability, gender, religious beliefs, ethnic background and cultural differences • Fulfil all statutory equality requirements • Premises matters (carry out repairs, maintenance and adjustments throughout the school, both inside and outside, as and when necessary; ensure all statutory annual, quarterly and monthly inspections/services are carried out in relation to buildings maintenance; address any health and safety issues and undertake work accordingly; continue to fulfil statutory duties through an accessibility policy and plan)	
Accountabilities	
Monitored by Safeguarding Link Governor, Equality Link Governor, Resources Committee of the GB Led by HT, H of PC, AHT, Equality Leader, DSLs, Office Manager, Caretaker Implemented by Phase Leaders, Teachers, TAs	

*Due to school closures during the COVID 19 pandemic, statutory testing in primary schools was suspended in 2019-2020 and 2020-2021, so Cheetwood's most recent externally validated data is from the **2018-2019** academic year and is therefore included in this self evaluation summary.*

Where appropriate, evidence has also been included of pupil outcomes from the school's internally held data for the 2020-2021 academic year.

Strengths	
The Quality of Early Years Education is GOOD because:	Evidence
INTENT 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 Cheetwood curriculum for our very youngest learners has been constructed in order to meet the aims of the early years foundation stage, taking into consideration the context of the school and the wide ranging needs of the children, whilst also being sufficiently challenging • All adults have high expectations of children based on the accurate assessment of children's skills, knowledge and understanding from the moment they join the school • Staff roles are clearly identified to provide well targeted intervention and support for children with additional needs, including those with SEN and disabilities, the academically more able and identified disadvantaged learners; it is highly evident from observations, that all adults regularly work across the range of different groups, thereby ensuring the teachers are also able to work with all groups • Small group teaching led by all staff ensures that identified high attainers and disadvantaged learners have the potential to make substantial progress • During school closure March to July 2020 and periods of remote/ blended learning in 2020-2021, EYFS staff curated a broad home learning offer, appropriate for the early years and through this, strong partnerships with parents/carers were consolidated further; activities were imaginative and varied encompassing phonics, maths, literacy, UW, creative development, physical development and PSE; the use of Google Forms meant that children and parents received instant feedback • Staff roles continued to be defined according to strengths during closure, for example, pupils with EAL who may have been placed at a disadvantage, were provided with bespoke language support by bilingual EYFS staff
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 content of the EYFS curriculum at Cheetwood is taught systematically, in a logical progression and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling • Staff ensure that the content, sequencing and progression in the seven areas of learning are secured as appropriate; a new long term topic plan developed by the EYFS team ensures continuity and consistency across the curriculum throughout the phase • The EYFS leader ensures that as a result of the well organised curriculum and the highly stimulating learning environment, the needs of all children are met exceptionally well and they are learning in ways appropriate to their own style and developmental stage • Through regular planning and work scrutiny it evident that children are provided with a range of activities and experiences that enable them to meet their full potential • Teachers are skilled at assessing what children know, understand and can do, as well as taking account of their interests and dispositions to learn; the resulting outcomes show that this information is used effectively to monitor progress and plan children's next steps in 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.	• Weekly and daily planning identifies key vocabulary and targeted questions for identified children to support language development • A wide range of vocabulary is promoted by EYFS staff through the continuous provision linked directly to the topics and themes being taught • In the nursery, staff develop children's communication and language through singing songs, nursery rhymes and playing games • Reading and specifically the teaching of phonics is also prioritised from when children first enter nursery, as typically they enter at a level well below what is expected for children of their age (0-3 year age range) • In reception, staff teach children to read systematically by using synthetic phonics and books that match the children's phonic knowledge; children begin to recognise the sounds that individual letters and combination of letters make, they then become proficient at blending these sounds together to read words; this then enables children to go on to use this knowledge when writing • In the autumn term 2020 only 19% of children within reception met the age related equivalent standard for communication and language; by July 2021 this had risen to 63% • In the autumn term 2020 only 19% of children within reception met the age related equivalent standard for literacy; by July 2021 this had risen to 44% • The highly effective teaching of phonics in the EYFS means strong foundations are laid for when children move into Y1, so as a result, since the implementation of the phonics test, outcomes at Cheetwood have been consistently good; even with the barriers and challenges of blended/ remote learning 79% of pupils in Y2 were still able to pass the phonics screening in December 2020 (delayed from June 2020) • A virtual learning walk in February 2021 confirmed that phonics in reception was planned, prepared and delivered to a high standard resulting in positive high outcomes for all children even with the barriers and challenges faced by blended/ remote learning. • At the point of school closure in March 2020, internal assessment data showed that progress in reading had been accelerated in both nursery and reception resulting in there being an increase of children meeting the age related standard, as a result, the reception cohort was tracking to be in line with the national average for the GLD outcome in this area

Strengths	
The Quality of Early Years Education <i>cont'd</i>	Evidence
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.	• In nursery, staff deliver daily phonics sessions with a focus on phase one letters and sounds which support children to make accelerated progress from their relevant starting points in the areas of speaking, listening and attention, understanding and reading • High quality daily phonics lessons are delivered in reception and children are encouraged to make links in their learning ensuring that they are given opportunities to apply their phonics within the learning environment which promotes independent reading and writing • Planning for phonics sessions show clear differentiation so that the learning objective meets the needs of all children • EYFS staff are knowledgeable in developing children's early reading skills, as a phase they have adopted various strategies to support children's early reading and understanding of systematic, synthetic phonics which then enables children to go on to use this knowledge when writing simple sentences • During school closure March to July 2020 and periods of blended learning in 2020-2021, staff recognised the importance of continuing to promote phonological awareness and development by providing a daily phonics activity; in the 2021 pupil voice feedback, one EYFS pupil stated <i>"I was doing the phonics work(at home) and my mummy helped me."</i>
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.	• Data in the EYFS is rigorously tracked by leaders and class teachers, leaders then use this data to implement interventions which support those children who have been identified as having needs in specific areas • Ongoing evaluation mechanisms ensure practice and provision are regularly adapted to meet early learners' needs more effectively • Pupil progress reports enable EYFS staff to regularly analyse children's learning and development to identify gaps in learning and plan next steps in teaching and learning. Frequent dialogue between EYFS staff ensures that children's strengths and areas of need are identified and supported appropriately. • Specialist support also means children with SEN or specific learning difficulties are identified and targeted interventions put in place to ensure they make the required progress • Staff are skilled at delivering evidence based speech and language interventions such as, Early Language Group, Early Talk Boost and Talk Boost, as a result children who enter the nursery at relatively low starting points make accelerated progress in communication and language • During the academic year 2020-2021 the commissioned speech and language therapist provided assessments, delivered therapy and supported teachers, consequently, some of the most vulnerable learners made accelerated progress as a direct result of the support received and the Early Talk and Talk Boost programme also contributed to a significant improvement in communication and language outcomes; the intensive 10-week programme involved pupils and their parents and in the reception Early Talk group, all children moved to working within age related expectations of CL and in nursery all children moved from a low base line to working towards or within age related expectations of CL • During school closure March to July 2020 and periods of blending/ remote learning in 2020-2021, as part of a co-ordinated approach by the EAL teacher, the bilingual TA in EYFS addressed the challenge of language and broke down barriers enabling identified children to access their learning
IMPLEMENTATION Children benefit from meaningful learning across the curriculum.	• Learning in the EYFS is strongly child-led and a wide range of highly imaginative and inspiring teaching strategies are used • Children are given opportunities to practise and apply new skills in a range of contexts enabling them to make links in their learning; this was evident in the head teacher observations in November 2020, the virtual learning walk in February 2021 and a learning walk in October 2021 • EYFS staff ensure that activities planned provide meaningful learning opportunities both indoors and outdoors with regular cross curricular links which has a positive impact on pupil progress and outcomes this was identified as a strength in a head teacher learning walk in October 2021
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.	• The EYFS leader is a highly experienced early years' practitioner, who has taught across the foundation phase age range and demonstrates expert subject knowledge and pedagogical understanding • Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others as evidenced by the work of the EYFS leader in supporting NQTs and RQTs with the teaching of phonics • All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school • In reception, staff teach children to read systematically by using synthetic phonics and books that match the children's phonic knowledge; children begin to recognise the sounds that individual letters and combination of letters make, they then become proficient at blending these sounds together to read words; this then enables children to go on to use this knowledge when writing • EYFS staff are knowledgeable in developing children's early reading skills, as a phase they have adopted various strategies to support children's early reading and understanding of systematic, synthetic phonics which then enables children to go on to use this knowledge when writing simple sentences

Strengths	
The Quality of Early Years Education <i>cont'd</i>	Evidence
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.	• EYFS staff provide children with clear step by step instructions which enable them to access the learning at an appropriate level for their development and understanding • During guided and independent writing tasks, children in reception are supported and challenged to improve their work by using 'pink for think' pens, as outlined in the whole school marking policy • High quality questioning is used throughout EYFS to clarify children's understanding of their learning and tasks set • EYFS staff regularly identify children that may be having similar difficulties in their learning, these children are then targeted to address their misconceptions or errors • EYFS staff consistently consolidate children's learning by providing opportunities that are differentiated to meet their varying needs • Observations made by the headteacher in November 2020 and October 2021 identified the high quality interactions with children during planned and child-initiated play and activities, staff communicate and model language effectively; they explain and demonstrate, they provide a narrative for what the children are doing, they facilitate play and set challenges to stretch children • During school closures March to July 2020 and periods of blending/ remote learning in 2020-2021, EYFS staff sought to ensure children understood what they were learning at home; parents were encouraged to use the dedicated home learning email address to raise any areas of confusion or misunderstanding, staff responded by email or even by calling to address misconceptions and provide extra explanation; the daily use of Google Forms also meant pupils received instant feedback
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 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.	• Staff develop children's love of reading through reading aloud and telling stories and rhymes • 'Talk4writing' and sensory stories are used throughout EYFS to support children's language development and understanding of story structure; the actions help children to visualise and recall a sequence of events in the correct order which helps them to talk and write about it. • EYFS staff provide children with a book to take home and share with parents/carers; this provides children with the opportunity to develop their speaking and listening skills and early phonics • Small world and imaginative play opportunities are provided daily to support children to recall and explore familiar stories and rhymes • Maths mastery has been introduced into reception and this is having a positive impact on children's learning, assessment information shows that they are gaining a better understanding of the number system. In the autumn term 2020 only 15% of children within reception met the age related equivalent standard for mathematics; by July 2021 this had risen to 56% • During school closures March to July 2020 and periods of blended/ remote learning in 2020-2021, the importance of reading continued to be emphasised; a video link of a story was sent home on a regular basis; the weekly home learning activities also provided learning experiences linked to other areas of learning; parents were also sent links to free websites which contained appropriate reading resources and activities • In the 2021 spring term blended learning report, an EYFS pupil commented that <i>"Story session, Supertato and T-Rex are my favourite stories...I enjoy all the fun!"</i>
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.	• A highly successful transition process was implemented in the summer term 2021 targeting children entering nursery in the September; this had a significant impact in several different areas including relationships with parents/carers, the children's 'school readiness' and their ability to access the learning environment from the start of term • The EYFS environment, both inside and outside, reflects the seven areas of learning and development and enables the staff to teach the planned sequential curriculum effectively; this was evident during the learning walk in October 2021 by the school improvement consultant and head teacher. • During school closure March to July 2020 and periods of remote learning in 2020-2021, whilst it was not possible to replicate an early years' environment within children's homes, EYFS leaders curated a broad home learning offer, appropriate for the needs of their cohort; activities were imaginative and varied encompassing as many areas of learning as possible; this was identified as a strength during a virtual learning walk by school leaders in February 2021.

Strengths	
The Quality of Early Years Education <i>cont'd</i>	Evidence
The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.	• An appropriate emphasis is placed on the physical development and personal, social and emotional development prime areas of learning, particularly within the nursery class • Staff are responsive when children need comforting and provide support appropriate to the individual needs of the child • Staff are very experienced at being attentive to children's care needs (year on year, many of the children enter the nursery not fully toilet trained) and use times caring for them as an opportunity to help their learning • Children are given time to be in familiar, small groups and opportunities to be in smaller, quieter areas for play • As a result of very low levels of expressive language by children entering into the nursery class, staff are particularly sensitive and attentive when listening to children express their ideas and respond to their verbal and non-verbal communication, rather than interrupting them • High quality support with personal care and needs (eg at lunchtimes) encourages the children to become increasingly independent with their self-care • Feedback from parents and carers during the remote learning consultation in 2021, was extremely positive with all agreeing or in the majority of cases strongly agreeing that their child was provided with daily lessons and high quality teaching and learning activities and that their child received feedback on their work; all parents and carers also agreed and in the majority of cases strongly agreed that the school had provided them with information and advice on remote learning and that there was good communication and support available when they needed it. • Over 90% agreed or strongly agreed that the EYFS team contacted them if their child wasn't engaging in learning and that their child still felt a connection to the teaching team; parents also acknowledged that that their child had received personal help and learning support (94%) and that the school had provided them with the equipment and resources needed to support home learning (97%).
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.	• A highly organised environment, clear structures, routines and procedures establish expectations and ensure the safety of all children in the EYFS, whilst exposing them to appropriate risk and challenge to promote their development and understanding • The message of adopting a healthy lifestyle was reinforced during school closure; through the weekly welfare calls, parents were provided with support and advice about the importance of establishing a daily routine for their children, going to bed at a reasonable time and getting up ready to learn as if it were still a school day; several parents were signposted to an online behaviour management course • In order to continue to promote the children's physical development and keeping active, the EYFS play worker regularly recorded fitness videos, squiggle whilst you wiggle videos and dough disco videos that were emailed to the children to take part in, this was very well received as parents emailed back with positive messages and videos of their children participating; a weekly yoga activity or gonoodle was provided for children as part of the home learning offer
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.	• EYFS staff use a wide range of highly successful strategies to engage parents/carers, including those from different groups (such as parents of SEN, international new arrivals, working parents) in their children's learning in school and at home, this includes a dedicated email address for both EYFS classes to communicate with parents • Individual learning reviews take place each term enabling the teachers to talk about the progress of each child with their parent/carer, to identify next steps and suggest what the parent/carer can do at home to support learning • Parents/carers are encouraged to email evidence of what their child can do at home, if this is not being observed in the class • On a half termly basis, 'Curriculum News' outlines what the children will be learning the following half term, this is sent home for parents/carers information and offers suggestions on how they can support their child • Regular 'stay and play' sessions at points of transition and throughout the year enable teachers to show parents/carers the particular methods that are taught in the EYFS and how their children learn. EYFS teachers met with parents individually at the beginning of the year to discuss what their child would be learning and provided resources they could use to support them further at home. • Robust communication systems were quickly set up with parents/carers at the point of school closure in March 2020 and during the period of school closure/blended learning in January-March 2021, these systems of both calling and email, were designed not only to ensure staff could implement safeguarding/care practices, but also as a means of providing parents/carers with information and support about home learning • Staff contacted parents more regularly when additional support was needed, staff gave feedback to parents and pupils on every piece of work that was submitted and, in some cases, photographic evidence was uploaded as assessment information onto Target Tracker • An end of year report in July 2021 was provided for every EYFS parent indicating the progress their child had made during the academic year, whilst still reflecting the fact school had been closed March to July and the method of teaching during that period had been via remote home learning • During a parent consultation in April 2021, feedback from parents showed that the overall quality of the support for pupils was described as good or excellent by 94%; the overall quality of support for parents and carers was rated as good or excellent by 88% • Overall 88% of parents described the school's remote learning offer as good or excellent

Strengths	
The Quality of Early Years Education <i>cont'd</i>	Evidence
IMPACT 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.	• Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS • In FS2 48% of children achieved a good level of development (GLD) in 2021; the percentage of children achieving the prime areas was 59% and specific areas was 48% despite the challenges and barriers faced through blended/remote learning • <u>Early intervention and support for communication and language had a significant impact on outcomes in nursery.</u> All FS 1 children that took part in the Early Talk Boost intervention moved from a low baseline (<i>working at below age expectations to working towards or at age expectation</i>) after the intervention • In the autumn term 2020 only 7% of children within reception met the age related equivalent standard for GLD; by July 2021 this had risen to 48% despite the challenges and barriers faced through blended/remote learning
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.	• Children make accelerated progress throughout EYFS from very low starting points, which are well below national expectations (the majority enter nursery working within 0-3 years age range) • Upon entering nursery, children are given a baseline within the first six weeks of starting so that their progress can be effectively tracked • EYFS staff take responsibility for monitoring and assessing children on a weekly basis allowing for swift and targeted intervention for any disadvantaged groups or individuals • EYFS staff meet regularly to moderate and validate judgements on outcomes • During transition In July 2021 key messages and information was shared with new class teachers regarding the cohort moving up. Their strengths and areas of need were discussed and pupil progress reports shared to identify next steps so that they were ready for the next steps in their education • In March 2018, inspectors reported that 'Leaders ensure that transition arrangements are strong, including into Year1...they carefully identify and address next steps and teaching is adapted so that children build on their successes and make good progress across key stage 1'
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.	• In FS1 the percentage of children working significantly below ARE in PSE decreased from 62% in the autumn term to just 32% in July 2021 • In FS2 the percentages of children meeting ARE in PSE increased from 26% in the autumn term to 74 % in July 2021 • PSE interventions were delivered weekly and this had a positive impact on outcomes • Maths mastery has been introduced into reception and this is having a positive impact on children's learning, as assessment information shows that they are gaining a better understanding of the number system; in the autumn term 2020 only 15% of children within reception met the age related equivalent standard for mathematics; by July 2021 this had risen to 56% • In the autumn term 2020 only 19% of children within reception met the age related equivalent standard for literacy; by July 2021 this had risen to 44%
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.	• 'Talk4writing' and sensory stories are used throughout EYFS to support children's language development and understanding of story structure; the actions help children to visualise and recall a sequence of events in the correct order which helps them to talk and write about it • EYFS staff provide children with a book to take home and share with parents/carers; this provides children with the opportunity to develop their speaking and listening skills and early phonics • Small world and imaginative play opportunities are provided daily to support children to recall and explore familiar stories and rhymes • FS2 children follow the Charanga scheme of work for music and learn new songs weekly • Children are given opportunities to learn new songs and rhymes linked directly to themes and topics e.g. anti-bullying week and diversity week • Songs and rhymes are used consistently across EYFS in the delivery of phase 1 and phase 2 phonics • Planning shows that staff introduce and model new topic related vocabulary and ensure this is consistently linked to all 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.	• Opportunities for children to demonstrate their attitudes and behaviours through the key characteristics of effective teaching and learning are embedded into the EYFS provision effectively; staff actively encourage children to develop their independence and resilience whilst completing child initiated tasks; this has been validated through the headteacher and external adviser EYFS learning walk in October 2021 • It is evident from class floor books and learning journeys that children are developing independence, concentration and skills of self-reflection; in reception children are beginning to accept feedback and make amendments to improve their work • In nursery, staff model ways to overcome challenges and support children in becoming independent in their learning and choices • During the head teacher learning walk in October 2021, it was observed that the EYFS children strongly displayed the characteristics of effective learning through engagement, their exploration, being involved and showing high levels of concentration and being willing to have a go. • The protective measures that were put in place for drop off and pick up during the academic year 2020-2021 are continuing into this academic year and children continue to be dropped off at their classroom door, they have adapted well and shown resilience when faced with these new routines

Strengths	
The Quality of Early Years Education <i>cont'd</i>	Evidence
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.	• In EYFS consistent behaviour management strategies are implemented and children respond well to the personalised 'Good to be Green' behaviour system • Staff talk to and explain behaviour choices to the children, which promotes an increased understanding of right and wrong and how their behaviour choices can have an impact on others • The behaviour and conduct of the children in EYFS is outstanding and this was validated through the head teacher learning walk in October 2021 • EYFS staff work closely with parents by providing support and advice on parenting strategies and how they can support their child's behaviour at home • During the period of blended/ remote learning January 2021-March 2021 personal conversations with parents during weekly welfare calls meant that EYFS staff were able to pick up and address concerns rapidly

EYFS Spiritual, Moral, Social, Cultural and Physical Development High quality support with personal care and needs (eg at lunchtimes) encourages the children to become increasingly independent with their self-care. EYFS staff work closely with parents by providing support and advice on parenting strategies and how they can support their child's Spiritual, Moral, Social, Cultural and Physical development Festivals of all faiths are enthusiastically celebrated across the EYFS. PE is introduced from FS1 and children in FS2 take part in gymnastic and games activities. Physical development remained a priority during school closure and the period of blended/ remote learning, with the EYFS play worker recording fitness videos which were then sent to the children to follow; there was a high level of engagement with many parents were sending videos back of their children participating. Children's social skills are carefully nurtured and swift interventions are put in place for any children who struggle to socialise with their peers. The broad and balanced curriculum provided at Cheetwood promotes the spiritual, moral, cultural, mental and physical development of the children and begins to prepare them for the opportunities, responsibilities and experiences of life. We do this through ensuring they learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes; all of which fulfils the PREVENT duty required of schools.

The Quality of Early Years Education School Improvement Priorities 2021 – 2022 • Continue to implement and embed the new 2021 EYFS framework and assessment procedures. • Continue to develop a progressive early years' curriculum that meets the needs and interests of the current cohort, as well as the context of the school. • Plan, develop and implement communication and language programmes/ interventions that will support pupils in effectively accessing all areas of the curriculum which will have a positive impact on all outcomes at the end of the year. • Increase the number of pupils meeting the end of year expectations in July 2022, in both FS1 and FS2 in all areas, compared with relative starting points in September 2021.
Accountabilities Monitored by HT, EYFS Link Governor Led by EYFS Leader Implemented by Teachers, TAs