

Cheetwood Community Primary School

Summary of Self Evaluation and School Improvement Priorities

2020-2021

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 units.

Cheetwood is close to both the Salford and Bury borders. In July 2020 the outgoing Y6 cohort fed into 12 different high schools within 4 different local authorities. This has a significant influence on the quality and complexity of the school's transition processes, especially in 2020 with the additional challenge of schools being closed during the usual transition period due to the COVID-19 pandemic.

The school's population is richly diverse. 95% of pupils are from minority ethnic backgrounds (an increase of 3% in the last two academic years), which is three times the national average, with 29 different minority groups being represented in the school. 82% of pupils speak English as an additional language, which is four times the national average. Of these EAL pupils, 19% of them are at the early stages of English acquisition, which is broadly the same as last year. 33 different languages are represented in the school, which again 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".

43% of pupils are eligible for free school meals, which is twice the national average and also higher than the Manchester average (based on 2019 data).

9.4% of learners have 'additional support' for high levels of special educational needs which is slightly lower than the national average (based on 2019 data).

The school's rates of transience remain high. Last academic year 72 pupils left or came to the school other than at the normal time of admission, this is 36% of the school population. This is an increase on 2018/2019 when the school experienced 33% transience (with 65 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 in January 2011 and was reaccredited in 2014. The school has continued to develop engagement with parents and as an active member of the Parental Engagement Network has been involved in developing resources and influencing practice across the city. 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, 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 2018-2019 academic year and for part of the 2019-2020 academic year (September 2019 to March 2020) before the school closed.

Strengths	
The Quality of Education is GOOD because	Evidence
<p>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.</p>	<ul style="list-style-type: none"> • 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 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%) • Up to the point of school closure in March 2020, data taken from the school's internal tracking system (Target Tracker) showed that progress for groups of vulnerable learners was especially strong indicating targeted teaching and specialist intervention was helping to close the gap for disadvantaged pupils; in the majority of cases the % of disadvantaged pupils meeting age related expectations in reading, writing and maths was higher than those without disadvantage and progress for majority of disadvantaged learners in reading, writing and maths was at the expected rate or higher • 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 school closure, 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 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 Teacher audited communication logs and identified where EAL may be a barrier to pupils accessing home learning, and using the data gathered from the audit, matched pupils/families with members of staff who were able to offer bespoke bilingual support
<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<ul style="list-style-type: none"> • 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 and responsibility, understanding citizenship etc; in June 2020 school partially re-opened and Y6 pupils returned so that their transition to high school could be prioritised • 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 scrutinies to validate our judgements, this also enable us to receive feedback on how Cheetwood compares positively and favourably to other similar school visited by the same adviser • As pupils experienced a disrupted year of education in 2019-2020, only attending for just over 6 months, the initial focus in 2020-2021 has been ensuring pupils have had access to a high quality "recovery curriculum" designed to take into account lost learning and ensure gaps are addressed for all pupil groups to enable them to make accelerated progress • To ensure that the school's full curriculum offer has the depth and coverage needed to meet the school's aims and reflect our unique context, whilst paying due consideration to the September 2019 Ofsted inspection framework, the "Cheetwood curriculum" is currently under reconstruction and will be complete in spring 2021 • The recovery curriculum will then seamlessly dovetail into the school's full curriculum offer in spring/summer 2021

Strengths	
The Quality of Education <i>cont'd</i>	Evidence
<p>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.</p>	<ul style="list-style-type: none"> • 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 2018-2019 and the first half of 2019-2020 the majority of pupils at SEN support made progress at the same rate as that expected of pupils without SEND; 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 school closure, the home learning offer was adapted to meet the needs of pupil with SEND; 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 and/or EHC plans • 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 closure • The work undertaken during school closure to support pupils with SEND was recognised by the head of service at Lancastrian Specialist Provision in an email that was sent to the school <i>"The Manchester Sensory Support Service would like to thank you very much for supporting xx during this period of national lock-down. Subsequently, we are informing the LA of the exceptional actions your school has taken to ensure this SEND pupil is currently being exceptionally well supported whilst at home"</i>
<p>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.</p>	<ul style="list-style-type: none"> • 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 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, 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 • Pupils not meeting ARE in PE are provided with additional opportunities to achieve (eg lunchtime and after school clubs), this continued during school closure when bespoke programmes of support were provided for individual pupils when, during weekly welfare calls, lack of physical activity was identified as a concern • A broad and balanced curricular offer was maintained during school closure, including PSHE, e-safety and creative activities, led and monitored by the curriculum leader
<p>IMPLEMENTATION Teachers have good knowledge of the subject(s) they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p>	<ul style="list-style-type: none"> • 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 where support staff in particular participated in a range of CPD opportunities in line with school priorities • 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 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 school closure 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 • Due to the high level of skill shown by teachers and TAs during school closure, parents commented positively during the autumn term 2020 consultation on the support with which they and their children were provided during lockdown <i>"The teachers did a great job by providing a home learning pack and supporting the kids by a weekly phone call which was great for them to keep on track" "It was great to have the teacher speak to the children as this encouraged and motivated them to get their work done and connect with some kind of normality" "The teachers were supportive every time we needed help and there was a wide range of information and exercises" "Providing support for myself and my child ...it was never too much trouble. Excellent is how I describe this – well done Cheetwood!"</i>

Strengths	
The Quality of Education <i>cont'd</i>	Evidence
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.	<ul style="list-style-type: none"> 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 school closure, 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 2020 autumn term consultation on the home learning support with which they and their children were provided during lockdown <i>"The teachers were so hard working during lockdown. My child felt good every time when he had a talk with his teachers and tried harder to do the homework"</i> <i>"Home learning packs were brilliant and the engagement with the children with the weekly phone calls. Overall the communication and home learning was very good"</i> <i>"It was good. I was fully satisfied with you because she fully connected with study. Special thanks to the teacher and TA, they did a great job and hard work"</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.	<ul style="list-style-type: none"> 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. Y6 Ghyll Head residential is purposely planned for the start of the year so that skills such as 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 allow pupils the opportunity to re-visit, re-cap and reflect on prior learning
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.	<ul style="list-style-type: none"> Monitoring of planning 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 were adapted during school closure, with a dedicated class email address being used for daily communication providing support, feedback and suggestions for next steps with learning, backed up by weekly phone calls to every pupil When asked in the 2020 autumn term parent consultation, 100% of parents agreed that the school provided personal support for their child's learning during school closure; 97% of parents stated that the support provided was good or excellent
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.	<ul style="list-style-type: none"> 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 leader 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 e.g 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 Caring relationships between pupils and staff mean that pupils are confident learners (Ofsted March 2018) The learning and pastoral support provided during school closure was pupil centred and coherently planned, positive and supportive relationships were maintained through weekly or more regular calls home and parents/carers showed their appreciation of this in the comments they made during the 2020 autumn term consultation

Strengths	
The Quality of Education <i>cont'd</i>	Evidence
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.	<ul style="list-style-type: none"> • 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 school closure, daily records were kept and monitored by the curriculum leader to ensure that lack of motivation and interest were addressed and expectations reinforced
Reading is prioritised to allow pupils to access the full curriculum offer.	<ul style="list-style-type: none"> • Outcomes demonstrate that leaders' actions have significantly improved the teaching of reading across KS1 and KS2 • 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; encouraging pupil and their families to read in home languages and celebrate cultural diversity through reading and poetry e.g participation in the Made in Manchester film where pupils wrote and read in own their own languages; a daily whole school slot for guided reading; pupils in KS2 reading to pupils in KS1 and EYFS; Reading Rangers promoting reading in breakfast club and at playtimes; weekly library slots encouraging reading for pleasure • Reading continued to be prioritised during school closure, 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
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.	<ul style="list-style-type: none"> • 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 • 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 2019-2020 academic year up to school closure in March 2020, shows that in reading: <ul style="list-style-type: none"> ➢ In the majority of cohorts the percentage of pupils meeting ARE was above floor and in Y2 was above national. ➢ In all cohorts progress was at the expected rate and was above expected in Y2, Y3, Y5 and Y6 ➢ The percentage of pupils working at greater depth increased in all cohorts ➢ Progress for pupils working at greater depth was at the expected level in all classes

Strengths	
The Quality of Education <i>cont'd</i>	Evidence
<p>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.</p>	<ul style="list-style-type: none"> • Leaders have sustained improved standards in phonics at the end of reception and KS1 • Reading and specifically the teaching of phonics is prioritised 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 79%) and in line with national (in that year three pupils were unable to access the test - one pupil 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 • Teaching helps pupils to build strong foundations in their spoken language skills (Ofsted March 2018) • The teaching of phonics is good. Teachers match activities to what pupils know and can do (Ofsted March 2018) • During school closure, a strong focus was maintained on providing home learning activities that enabled pupils the opportunity to practise skills for future learning; in the autumn term 2020 parent consultation, one parent stated that during school closure, they "learned phonics" with their child • Photos sent by EYFS parents during school closure demonstrated that home learning activities focusing on early basic skills were completed and this evidence, quality assured by staff, was then uploaded to Target Tracker
<p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>	<ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • Despite significant contextual challenges and increasing 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

Strengths	
The Quality of Education <i>cont'd</i>	Evidence
<p>IMPACT Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. CONT'D</p>	<ul style="list-style-type: none"> • Assessment evidence taken from the school's own internal tracking system in March 2020 at the point of school closure, showed that for 'ever Cheetwood' pupils <ul style="list-style-type: none"> ➢ In reading, in Y4 and Y5 attainment was above national average and above the floor standard in all other cohorts; in Y2, Y3 and Y5 the percentage of pupils working at greater depth was above national and above floor in the remaining cohorts ➢ In writing, in the majority of cohorts the percentage of pupils meeting ARE was above national and in Y2 and Y5 the percentage of pupils working at greater depth was above national ➢ In maths in Y3, Y4 and Y5 the percentage of pupils meeting ARE was above national and above floor in the remaining cohorts and in Y5 the percentage of pupils working at greater depth was above national
<p>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.</p>	<ul style="list-style-type: none"> • 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 • Providing contact with employers (such as the 'What's My Job?' workshops provided for Y5 and Y6 pupils in autumn 2019) is encouraging pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire • 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 and responsibility, understanding citizenship etc; in June 2020 school partially re-opened and Y6 pupils were actively welcomed back so that their transition to high school could be prioritised • 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 data shows that in 2018-2019 the majority of pupils with SEND made progress at the same rate or higher relative to their individual starting points • 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
<p>Pupils' work across the curriculum is of good quality.</p>	<ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • 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 • Internal Target Tracker data for the 2019-2020 academic year up to school closure in March 2020, showed that in reading, in the majority of cohorts, the percentage of pupils meeting ARE was above floor and in Y2 was above national and progress was at the expected rate and above expected in Y2, Y3, Y5 and Y6 • Reading continued to be prioritised during school closure, 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 • Internal Target Tracker data for the 2019/2020 academic year up to school closure in March 2020, showed that in maths, in the majority of cohorts the percentage of pupils meeting ARE was above floor and progress was been accelerated or at the expected rate

The Quality of Education School Improvement Priorities 2020 – 2021

- Increase the percentage of pupils meeting the key objectives in reading, writing and maths when compared to September 2020*
 - Ensure the majority of pupils have recovered lost learning and acquired the knowledge, skills and understanding needed in reading, writing and maths to be working within the age related curriculum and broadly within age related expectations*
 - 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 2020
 - In Y1, 80% of pupils to achieve the statutory phonics screening check undertaken in June 2021
 - 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, 92% of pupils to achieve 20 or more, 82% to achieve 23 or more in the statutory multiplication test undertaken in June 2021
 - Develop and implement a remote learning platform that mirrors the quality and standard of provision received in the classroom; use the platform to enhance and support high quality home learning, and in the event of school closure, support the continued education for Cheetwood pupils*
 - To ensure pupils catch up on any lost learning and quickly identify potential gaps in knowledge, with a clear focus on quality first teaching, classroom intervention, small group targeted support with the child's health and well-being at the centre of it all
 - To continue to review the curriculum and identify its intent, implementation and impact; to implement this new Cheetwood curriculum by the summer term 2021
- Targets above marked * also relate to priorities in the Leadership and Management section

Accountabilities

Monitored by HT, GB

Led by DHT/SENCo, AHT, Core Subject Leaders, Computing Leader

Implemented by Phase Leaders, Teachers, TAs

Strengths	
Personal Development is GOOD because	Evidence
<p>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.</p>	<ul style="list-style-type: none"> • 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 inspection in March 2018 inspectors found many strengths relating to personal development: <ul style="list-style-type: none"> ✓ Work to promote pupils' spiritual, moral, social and cultural development is highly effective....pupils' understanding of fundamental British values is exceptional • During school closure we 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 staff of the challenges faced by families as a result of prolonged periods of isolations and extended school closure • Clear plan 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> <p><i>[See SMS SCP section below which outlines in more detail the school's commitment to enhancing pupils' spiritual, moral, social and cultural development]</i></p>
<p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>	<ul style="list-style-type: none"> • Pupils are provided with a range of opportunities to undertake various roles within the school which support in building confidence, independence and character; such roles including peer mediation, sports crew, reading rangers, house captains, urban crew and lunchtime buddies • 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 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 programmes 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 • During school closure, the school linked with high schools in readiness for the transition for Y6 pupils, activities were provided, including resources provided by the LA for a city wide transition project; in June 2020 school partially re-opened and Y6 pupils were actively welcomed back so that their transition to high school could be prioritised • Annual transition days in the summer term are also held for pupils across the entire school as they begin to prepare to move to their new classes which builds confidence and resilience, as this could not take place in summer 2020, an extended transition programme was held in September 2020, with pupils temporarily returning back to their previous teachers to conclude the year and to be supported in transitioning to their new class and teacher • Although there is high transience (33% in 2018-2019 and 36% in 2019-2020 up to March 2020), 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 shows 99% of the pupils rated their welcome to Cheetwood as good or very good last academic year • Anecdotal evidence gathered by teachers and evidence seen in the headteacher lesson observations (November 2020) demonstrates that pupils were very happy and keen to finally return back to school in September, this shows that the wider support provided by the school in helping pupils to be resilient and show strength of character, particularly during the period of closure, is highly effective

Strengths	
Personal Development <i>cont'd</i>	Evidence
<p>The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.</p>	<ul style="list-style-type: none"> • Previous 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 and 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 is developing 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 • During school closure well-being and physical activities were included within the weekly home learning and were promoted and discussed by the teachers with the pupils during the weekly welfare calls to encourage uptake and engagement • 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 has also had a positive impact, as the number of recorded concerns decreased significantly regarding pupils' lack of exercise • 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; weekly therapy continued for all identified pupils during school closure with the head of pastoral care providing a weekly support phone call at the time the therapy session would have taken place • The school achieved Healthy Schools Silver Award in 2018-2019 and is aspiring to achieve the Gold Award by the end of the 2020-2021 academic year • 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 • The after school cooking club in 2019 provided pupils with the opportunity to cook healthy recipes and enrich their knowledge about healthy lifestyles; healthy lifestyles continued to be promoted during school closure and evidence of photos and films were emailed to school by parents of them cooking and preparing food with children • At the point of school closure, for all pupils in school, there was an initial focus on sleep patterns and home routines; related advice and activities were put onto the school website and promoted through the weekly calls to parents by teachers • 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 about the virus in child friendly terms • A link to "well-being Wednesday" allowed pupils to have their own special superpower relating to mental health and wellbeing, encouraging them to #BeYourOwnHero by enlisting them on a Super Wellbeing course; over the weeks, each hero taught pupils a new power to help cope with mental health issues ranging from anxiety, low mood, anger and more • 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>"

Strengths	
Personal Development <i>cont'd</i>	Evidence
They have an age-appropriate understanding of healthy relationships.	<ul style="list-style-type: none"> • SRE 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; a number of consultation activities took place and the evidence gathered will inform the completion of the process in 2020-2021 • 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 cyber bullying) 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 school had an impact as less concerns were reported and there were less incidents of conflict originating from online behaviour spilling over into school • Pupils are given support and strategies in order to protect their physical, emotional and mental wellbeing • The monitoring of welfare call logs by DSLs showed that there was an increase in parental concerns about pupils' activity playing games online during school closure, this became a priority for action, individual bespoke support was provided, advice on setting parental controls was given, personal targets were set for pupils to reduce time spent online, all monitored and checked by teachers during weekly welfare calls • The work undertaken by the school is further enhanced and strengthened by support from such organisations as NSPCC and ChildLine
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.	<ul style="list-style-type: none"> • 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: choir (links with the Feelgood Theatre Company and performances at Heaton Hall, The Royal Northern College of Music and Manchester Cathedral) Bike Right. referee training, representation of the school in local and regional competitions, Made in Manchester Poem • 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 an ownership of tasks and jobs thereby instilling a sense of responsibility and developing high levels of independence; they are actively involved in making a contribution 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.	<ul style="list-style-type: none"> • 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 offer in this area further supports the teaching of all British values, preparing pupils well for life in 21st century modern Britain • Experiences such as British values being actively taught in class with a focus theme each half term (with a senior leader monitoring this through drop ins) two assemblies per half term led by the head of pastoral care, community representatives visiting school, such as the police, Blue Cross, and People's History Museum, all mean that pupils are developing and deepening 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 a 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 • During school closure activities were included in the weekly home learning (such as posters/letters to NHS heroes, learning about infection control, making face masks, finding out more about Captain Tom) all designed to deepen pupils sense of collective responsibility and shared community values

Strengths	
Personal Development <i>cont'd</i>	Evidence
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.	<ul style="list-style-type: none"> • 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, especially 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.	<ul style="list-style-type: none"> • There is zero tolerance to 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 • Within the curriculum the books and literature used 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.	<ul style="list-style-type: none"> • The RE and PSHE curriculum offer 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; this is enhanced and promoted further in the after school debate club for Y5 and Y6 pupils • Pupils are given opportunities to take on responsibilities in the class room and in 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 • Providing contact with employers (such as the 'What's My Job?' workshops provided for Y5 and Y6 pupils in autumn 2019) is encouraging pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire
Personal Development School Improvement Priorities 2020 – 2021	
<ul style="list-style-type: none"> • 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, resulting in a positive and measurable impact upon outcomes • Continue to prepare the school for the implementation of the new Relationships Education (RE) curriculum in collaboration with staff, parents/carers, governors and pupils ready for September 2021 • Continue to prepare pupils positively for life in modern Britain (British values and spiritual, moral, social, cultural and physical development) 	
Accountabilities	
<p>Monitored by HT, Curriculum Link Governors, Equality Link Governor</p> <p>Led by H of PC, PE Leader, Equality Leader</p> <p>Implemented by Phase Leaders, Teachers, TAs, Pupil Leaders</p>	

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 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
<p>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.</p>	<ul style="list-style-type: none"> • 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; 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, urban 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 24 senior leadership lesson observations in 2018-2019, 14 observations up to the point of school closure in March 2020 and in the most recent annual headteacher observations undertaken in November 2020; 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'
<p>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.</p>	<ul style="list-style-type: none"> • 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 • 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 • Robust systems maintained during school closures and incidents such as use of derogatory language online were dealt with and support offered to parents; DSLs/senior leaders met regularly to review CPOMS and teacher call logs • 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 • Pupils who talked to inspectors in the March 2018 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 • The positive environment and ethos of school extended to the support offered during school closure- weekly calls and personal dialogue ensured pupils maintained contact and still felt part of school, parents were supported with any behaviour concerns
<p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p>	<ul style="list-style-type: none"> • 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 (evidenced by case studies) • During the school closure, 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 support in was place in relation to managing behaviour

Strengths	
Behaviour and Attitudes <i>cont'd</i>	Evidence
<p>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.</p>	<ul style="list-style-type: none"> • In March 2018, inspectors reported that at Cheetwood 'pupils enjoy school and are very keen to learn' • 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 • Work to promote pupils' spiritual, moral, social and cultural development is highly effective....pupils' understanding of fundamental British values is exceptional. • Evidence from records of conversations, CPOMS etc showed that teachers and TAs were actively involved during school closure 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
<p>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.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ➢ Levels of overall absence have remained low for the 14th consecutive year; in July 2019 attendance was better than both the local and national averages at 96.4%; in 2019-2020 the attendance target was raised to 97% to reflect the school's desire to improve even further; at the point of school closure in March 2020, attendance was 96%, tracking again to be better than both the local and national averages ➢ Levels of persistent absence have remained low over the last seven years; in July 2019 10% of pupils were persistently absent which was broadly in line with both local and national averages; at the point of school closure in March 2020, 4.7% of pupils were PA, tracking to be much better than both local and national averages ➢ Levels of punctuality finished high at 98.4% in July 2019 and was at 98,2% at the point of school closure in March 2020, again tracking to be high at the end of the academic year • 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 • 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' • During school closure, 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 expectation that there would be a full return to school in September, proactive work took place in July to encourage good attendance in the new term, 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 the headteacher observations in November 2020, shows that pupils have been very happy to return to school after the lockdown closure and they are demonstrating a renewed keenness in lessons • At the end of November, attendance is 94% - better than the national average - and levels of punctuality are the highest they have ever been at 99.3%, further demonstrating the pupils' keenness to be in school and the success of the attendance and punctuality culture that is strongly promoted
<p>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.</p>	<ul style="list-style-type: none"> • There have been no permanent exclusions in the school; there have been nine fixed term exclusions in the last 13 years, although none in the last three; 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

Strengths

Behaviour and Attitudes <i>cont'd</i>	Evidence
<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p>	<ul style="list-style-type: none">• 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 new arrivals questionnaires• 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 and 100% of pupils interviewed feel safe at school; evidence from autumn 2019 "parent view" style questionnaires demonstrates all parents/carers are impressed and reassured by the strong safeguarding practices present in school• Pupils are continually briefed on safety issues, they are given wider opportunities to take part in accredited safety training e.g. Bike Right, local PCSOs, British Red Cross, Healthy Schools Team, 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• 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 March 2018, inspectors reported that Cheetwood is a 'highly inclusive school, where everyone feels safe, respected and valued...'• Evidence from the 2020 autumn term consultation demonstrates that positive and respectful relationships continued between staff and families during school closure, with 100% of parents agreeing they still felt part of the Cheetwood community and were highly appreciative of the time and effort spent by the school investing in those relationships

Behaviour and Attitudes School Improvement Priorities 2020 – 2021

- Match the Manchester average for attendance during 2020-2021, or preferably achieve the school target of 97%+
- Maintain levels of PA lower than the national and Manchester averages during 2020-2021
- Achieve 98.5% punctuality
- Continue to develop and strengthen pupils' knowledge and understanding of e-safety, in order to ensure they know how to stay safe online when they are using a variety of different platforms to access internet or online content

Accountabilities

Monitored by HT, Safeguarding Governor, Attendance Governor
Led by Office Manager, Computing/E-Safety Leader, H of PC
Implemented by Teachers, TAs

Strengths	
Leadership and Management are GOOD because	Evidence
<p>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.</p>	<ul style="list-style-type: none"> • 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 (33% in the academic year 2018-2019) 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 school closure – curriculum learning concerns were followed up by senior leaders and bespoke learning support provided
<p>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.</p>	<ul style="list-style-type: none"> • 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 • Middle leadership was improved further during 2018-2019 with foundation subject leaders again taking on a stronger monitoring and evaluation role resulting in good outcomes for pupils across the foundation subjects (80% of pupils met ARE in most subjects across most cohorts) • 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 school closure 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 NQTs, as three 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 2019-2020, validated further by headteacher observations undertaken in November 2020 • Monitoring by an external adviser and various school leaders shows that the curriculum is broad, balanced and has depth; it 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 • There is strong evidence to show that pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of our work • 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
<p>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</p>	<ul style="list-style-type: none"> • 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 scrutiny shows 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 • Pupils not meeting ARE in PE provided with additional opportunities to achieve (eg lunchtime and after school clubs) this continued during school closure 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 school closure; involvement of other agencies when necessary by offering 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.	<ul style="list-style-type: none"> • 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 home-visits, personal admissions meeting for every new pupil admitted, assertive mentoring meetings, workshops, family learning weeks, meet your child's teacher meetings in September • There is a well embedded cycle of consultation with pupils and parents, with data analysed and published on the school website • Specific projects have resulted in closer working links with local services eg north neighbourhood team and successful road safety initiative in spring/summer 2019 • Participation in the City in the Community programme supports with promoting physical development and well-being; support from City in the Community continued during school closure enabling teachers to provide activities promoting exercise and well-being as part of the broad and balanced remote learning offer • Choir links with the Feelgood Theatre company resulted in the participation in performances at Heaton Hall and the Royal Northern College of Music in 2018 and Manchester Cathedral in 2019; this was an exciting opportunity for pupils to focus on the more creative aspects of their education and development
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.	<ul style="list-style-type: none"> • Work load and well-being was a school improvement priority in 2019-2020 and will continue throughout 2020-2021, 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 closure • Appropriate HR policies are in place to underpin systems • Additional support mechanisms widely used eg stress risk assessments, referrals for external support, employee assistance programme • A clear Whistleblowing policy is in place, newly reviewed in October 2020
Leaders protect staff from bullying and harassment.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 • 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 13 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 closure, 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 continued to meet virtually during school closure 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 for selected pupils and full reopening in September for all pupils
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.	<ul style="list-style-type: none"> • 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 school closure • Nominated governors (eg equality, SEN, LAC) link closely with the relevant designated teachers, undertaking monitoring and report to the full governing body • 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

Strengths

Leadership and Management *cont'd*

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.

Evidence

- 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 school closure 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, 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
- 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 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 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 13 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 2020 – 2021

- Continue to focus on reducing workload and promote well-being, particularly in response to the effects of the COVID-19 pandemic and how this has affected working conditions
- Fulfil all statutory equality requirements
- Fulfil all statutory safeguarding requirements
- Premises matters

Targets in the Quality of Education section marked * also come under the umbrella of Leadership and Management

Accountabilities

Monitored by GB

Led by HT, Equality Leader, DSLs, Office Manager

Implemented by Phase Leaders, Teachers, TAs

Strengths	
The Quality of Early Years Education is GOOD because:	Evidence
<p>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.</p>	<ul style="list-style-type: none"> • 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 • Leaders utilise EYPP highly effectively to target areas for improvement for the most disadvantaged children • 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, EYFS leaders 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, KU, 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
<p>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.</p>	<ul style="list-style-type: none"> • The content of the EYFS curriculum at Cheetwood is taught in a logical progression, systematically 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; planning scrutiny and the resulting outcomes show that this information is used effectively to plan children's next steps in learning and to monitor their progress
<p>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.</p>	<ul style="list-style-type: none"> • 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 expected for children of their age (16 – 26 months age phase) • 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 • Leaders have sustained improved standards in phonics at the end of reception • In September 2018 only 33% of children entering nursery met the age related equivalent standard for reading; by July 2019 this had risen to 71% • 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 • 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 consistently been above both the Manchester and national averages • A headteacher observation in September 2019 confirmed that phonics in reception was planned, prepared and delivered to a high standard resulting in positive high outcomes for all children • Reception children are given the opportunity to read 1:1 with an adult which supports them to use key strategies for segmenting and blending • 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.	<ul style="list-style-type: none"> • 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, staff recognised the importance of continuing to promote phonological awareness and development by providing a daily phonics activity; in the 2020 autumn term consultation, one EYFS parent stated that they had "<i>learned phonics</i>" with their child
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.	<ul style="list-style-type: none"> • 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 • The use of Target Tracker enables EYFS staff to use regular and precise assessments of children's learning and development to identify gaps in learning and plan next steps in teaching • 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 • In the first part of 2019-2020, 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, 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.	<ul style="list-style-type: none"> • 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 two headteacher observations in September 2019 and two in November 2020 • 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
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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 September 2019 and November 2020 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 closure, 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.	<ul style="list-style-type: none"> • 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 • During school closure, the importance of reading continued to be emphasised; a video link from The Book Trust of someone reading a story was sent home on a daily basis; the weekly home learning overview sheet contained a story of the week with related activities linking to the school's main reading scheme; parents were also sent links to free websites which contained appropriate reading resources and activities • In the 2020 autumn term consultation, a nursery parent conveyed their appreciation for the daily "bedtime story" that was sent home during school closure
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.	<ul style="list-style-type: none"> • A highly successful transition project was delivered in the summer term 2019 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 • During school closure, 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

Strengths	
The Quality of Early Years Education <i>cont'd</i>	Evidence
<p>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.</p>	<ul style="list-style-type: none"> • 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 • Care practices continued to be very strong during school closure; when consulted in the autumn term 2020, 100% of parents agreed that the school provided families with emotional support and advice during the closure period; a robust and rigorous welfare calling system meant that every EYFS pupil was contacted and spoken to on a weekly basis, where required, these calls were more regular for more vulnerable pupils, sometimes as frequently as daily and also in the school holidays; to ensure safeguarding remained a priority, calls logs were monitored by DSLs on a weekly basis and further support (such as signposting or referrals to specialist partner services) was provided when concerns arose • Staff invested heavily in maintaining strong positive relationships with pupils and parents, not just for the purpose of home learning, but also to support the children's emotional security during a very challenging time; one parent subsequently said "<i>The weekly phone calls were a lifeline that we looked forward to</i>"
<p>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.</p>	<ul style="list-style-type: none"> • 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 of himself 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 was provided for children as part of the home learning offer
<p>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.</p>	<ul style="list-style-type: none"> • 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 • Robust communication systems were quickly set up with parents/carers at the point of school closure in March 2020, 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 2020 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 • The support with home learning, the feedback and advice was recognised by parents in the 2020 autumn term consultation; when asked what they thought the school had done well, EYFS parents specifically stated "<i>The phone calls every week.....and the learning activities</i>" "<i>Contacting and speaking to parents, homework and videos to watch, parent advice</i>" "<i>I liked the home learning activities which supported her during school closure</i>"

Strengths	
The Quality of Early Years Education <i>cont'd</i>	Evidence
<p>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.</p>	<ul style="list-style-type: none"> • Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS • 67% of children achieved a good level of development (GLD) in 2019; this is above the Manchester average and just below national (72%); the percentage of children achieving prime learning goals (74%) and specific learning goals (67%) was above the Manchester average in both areas; outcomes in EYFS are continuing to improve over time and have been steadily increasing since 2015 when only 50% of children met GLD • Despite the low starting points, children make good progress through EYFS - last year children in the nursery made accelerated progress in all areas of learning; the percentage of children on track to reach GLD increased from 0% to 62.5% • Early intervention and support for communication and language had a significant impact on outcomes and in nursery the percentage of children meeting expectations increased from 12.5% to 70.8% in speaking, 16.7% to 66.7% in understanding and from 41.7% to 70.8% in listening • Children in reception also made expected or more than expected progress in understanding, speaking, moving and handling, managing feelings and behaviour, making relationships, reading, writing number and shape and space • Despite a significant percentage of children in reception having special educational needs or being monitored for SEN (22.2%) outcomes remained in line with Manchester averages although below national in GLD • At the point of school closure in March 2020, in the reception cohort, there was accelerated progress in all prime areas and reading, writing and maths, with the cohort on track to be in line with the national average for GLD
<p>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.</p>	<ul style="list-style-type: none"> • Children make accelerated progress throughout EYFS from very low starting points, which are well below national expectations (the majority enter nursery working at 16-26 months, although some children are as low as 8-20 months in some areas) • 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 tracking children on a weekly basis using Target Tracker allowing for swift and targeted intervention for any disadvantaged groups or individuals • EYFS staff meet regularly to moderate and validate judgements on outcomes • 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' • In September 2020, in the light of children being out of school since March, transition arrangements were adapted in order to support the reception cohort moving into Y1 and being ready for the next stage of education; they returned back to the reception classroom, spent quality time with their old teacher to draw an appropriate close to their time with her, the transition period was extended and there were opportunities for the Y1 teacher to work with her new class in reception; this carefully considered adapted approach paid dividends, with children making the final move to Y1 in a very emotionally secure manner
<p>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.</p>	<ul style="list-style-type: none"> • The percentage of children meeting ARE in PSE increased from 56% in September to 74.1% in July 2019, the progress was above expected in managing feelings and behaviour and making relationships, but just below in self-confidence and awareness. • PSE interventions were delivered weekly and this had a positive impact on outcomes • At the end of reception in July 2019 85% of children met ARE in maths which was below the Manchester average of 89%, but above the National average of 79% • During the headteacher lesson observation in November 2020, the impact of the support provided by the EYFS staff during school closure and the extended transition into Y1 was clearly exemplified in how the children have made the successful move, the majority of the Y1 cohort were seen to be working within the Y1 objectives and some beyond, in maths
<p>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.</p>	<ul style="list-style-type: none"> • '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 • EYFS children also take part in phase 1 singing assemblies every 2 weeks enabling them to feel part of the whole school community • 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

Strengths	
The Quality of Early Years Education <i>cont'd</i>	Evidence
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.	<ul style="list-style-type: none"> • Opportunities for children to demonstrate their attitudes and behaviours through the key characteristics of effective learning are embedded into the EYFS provision effectively; staff actively encourage children to develop their independence and resilience whilst completing child initiated task; this has been validated through headteacher and external adviser observations • It is evident from book looks 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 headteacher lesson observation in November 2020, the reception children, now Y1, showed a high level of engagement in their learning, this is in part due to the quality pastoral care and guidance provided by the EYFS staff during the school closure, meaning children were supported to develop high levels of resilience, both during closure and now on their return to school • Due to additional protective measures because of the pandemic, the new drop off procedures for 2020-2021 mean children are dropped at the gate or door, EYFS/Y1 parents are currently unable to come into the school building; children have adapted well and shown resilience when initially faced with this unfamiliar expectation
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.	<ul style="list-style-type: none"> • 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 • Behaviour is very good and has been validated through headteacher observations, most recently in November 2020 • EYFS staff work closely with parents by providing support and advice on parenting strategies and how they can support their child's behaviour and this continued throughout school closure with a number of reception parents signposted to an online behaviour management course • Personal conversations with parents during weekly welfare calls meant EYFS staff were able to pick up and address concerns rapidly; in one very successful case study, the EYFS leader and head of pastoral care provided bespoke guidance and support for one parent struggling to manage very challenging behaviour and implement routines, detailed records logged on CPOMS depicted the journey through to the resolution; the child has since made a very positive transition into Y1 which is evidence of the impact of the support provided by the school

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. This includes getting changed for PE.

Physical development remained a priority during school closure, with the EYFS play worker recording regular fun fitness videos which were then sent to the children to follow; there was a high level of engagement with many parents 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 2020 – 2021

- Implement the new 2021 EYFS curriculum as an early adopter school
- Increase the percentage of pupils working within the age band 3-4 years at the end of FS1 in the prime areas
- Increase the percentage of pupils working within the reception age band at the end of FS2 in the prime areas, maths and literacy (GLD)
- Vulnerable and disadvantaged learners to make expected or accelerated progress within the targeted interventions delivered
- Develop the outdoor learning area so that quality teaching and learning can take place indoors and outdoors
- Key EYFS staff to work closely with subject leaders so that the EYFS curriculum feeds into the whole school review

Accountabilities

Monitored by HT, SLT, GB Led by EYFS Leader Implemented by Teachers, TAs

Action taken by the school following the last Ofsted inspection March 2018

Key issues	Evaluation
<p>Improve the quality of teaching, learning and assessment to continue to raise levels of achievement in reading, writing and mathematics, by:</p> <ul style="list-style-type: none"> ensuring that teachers closely match tasks to pupils' abilities more consistently challenging the most able pupils to achieve the highest standards across the curriculum making sure that teaching supports the least able pupils in achieving their best 	<p>This key issue was included as a school improvement priority during 2018/2019</p> <p>Evaluation July 2019</p> <p>Match of tasks</p> <p>Curriculum planning scrutiny showed the most able pupils identified to be targeted/challenged; use of TAs to support those pupils and use of challenges were clearly evident.</p> <p>Curriculum book scrutiny showed some most able pupils were definitely meeting national expectations and some were exceeding – teachers were aware that challenge for the most able pupils should be evident and books belonging to such pupils were beginning to show that they are high achievers.</p> <p>Curriculum book scrutiny also showed pupils were working at an appropriate level, with the very youngest learners showing excellent characteristics of learning due to high teacher expectations; all pupils in Y4, regardless of ability, were exposed to the highest success criteria (before working on differentiated success criteria), allowing them all the opportunity to be prepared for their next and more challenging stage in learning.</p> <p>Maths planning showed high expectations on all samples of planning and in some year groups the most able pupils were set off independently at the start of the lesson to be then brought back for teacher guided work and further challenge; pupils were moved onto problem-solving and reasoning activities with the most able being given greater depth tasks.</p> <p>Moderation of 'greater depth' writing carried out by Literacy Leader and Y6 teacher showed a high level of punctuation, vocabulary and sentence structure evident across all the samples scrutinised.</p>
<p>Strengthen the quality of leadership and management further, by:</p> <ul style="list-style-type: none"> raising expectations of what all pupils are capable of achieving, especially in the presentation of writing ensuring that the quality of teaching is consistently high in all classes 	<p>Most able</p> <p>Although there was some increase in the % of the most able pupils (mainly in Y4 and Y6) meeting the higher levels, the overall trend was a decrease.</p> <p>However, transience played a major factor, as shown by the much healthier picture when looking at data for the school's 'Ever Cheetwood' pupils (i.e. pupils who have been on roll at the school consistently since their reception year). This shows that over time the most able pupils from this group are meeting the higher standard in line with national averages and that there have been in year increases since September 2018.</p> <p>Least able</p> <p>The majority of least able pupils made expected or accelerated progress. This indicates that teachers planned suitably differentiated work and provided the appropriate level of support for those pupils to achieve their best.</p> <p>In the majority of cases, pupils with SEN have made progress at the same rate (or even higher) as those without SEN. Where pupils did not achieve their best, the graduated response identified that further assessments were needed.</p> <p>Teacher confidence and expertise with supporting the least able pupils increased this year as a result of the bi-weekly 'high impact teaching sessions' for those pupils.</p> <p>This key issue was included as a school improvement priority during 2018/2019</p>

Action taken by the school following the last Ofsted inspection March 2018 *cont'd*

Evaluation July 2019

Aspirational targets

5 out of the 6 NC cohorts made better than expected progress this year, with Y6 progress being very accelerated which had a positive impact on that particular year group's age related outcomes.

In the EYFS progress was accelerated in all areas of learning and across all groups of learners.

The percentage of pupils meeting ARE increased significantly in all areas, in many cases by over 20% in FS2 and 40% in FS1.

The breadth, depth and balance of the curriculum enable pupils to achieve their very best

The large amount of monitoring of books and planning (literacy, maths and foundation subjects) strongly demonstrated that pupils received the appropriate breadth, depth and balance of learning; progress for some pupils across all types of groups was marked, thereby enabling them to achieve their very best.

The presentation of pupils' work

The large amount of monitoring of books (literacy, maths and foundation subjects) strongly demonstrated that the presentation of pupils' work improved over the year and was consistently of the very highest standard across all cohorts.

Thirteen KS2 pupils were awarded their 'pen licence' over the year.