

Area	Rationale
Quality of Education & EYFS	<p>All children at CNS access the same ambitious and well sequenced curriculum, which is delivered by expert staff who make astute use of assessment to inform individual next steps and support. The teaching of early reading is well developed. Specialist provision for pupils with SEND is an emergent strength of the school.</p> <p>Phonics starts at the beginning of nursery. Early transition enables staff to get to know pupils well as they come to the school, including through partnership with the local children’s centres and nurseries. Practitioners use this knowledge to plan for pupils’ next steps, right from the start of school- enabling rapid catch-up from low starting points.</p> <p>Wellcomm screening is embedded in the EYFS and supports the development of CLL.</p> <p>The quality of education at CNS could be outstanding but the curriculum’s impact is emerging, there is some variability in the delivery of the curriculum between staff and the outdoor areas are not fully exploited to cover all aspects of the curriculum.</p>
Behaviour & attitudes	<p>Children are supported to behave and attend well at CNS, in spite of the challenging context in which the school operates. Attendance is a high priority for the school, but due to the age of the children, this is an acute challenge.</p> <p>Children are taught explicitly how to behave. Expectations and routines are clear and consistent across rooms and staff.</p> <p>Attendance is a clear priority for the school and leaders work proactively to promote this, embedding good habits for school (children are not statutory school age). However, persistent absence continues to be an area of focus. Some children with high needs struggle to self-regulate well in less structured times but benefit from targeted support.</p>
Personal development	<p>The school is working to implement the Think Equal programme to support the personal development curriculum. There is a range of opportunities for pupils and their families, this includes trips and visits. The school’s engagement of parents and wider pastoral support provided is strong; including parent workshops, baby/toddler group and regular community engagement opportunities. Talents are fostered through individual opportunities; football coaching by MCFC; zumba and yoga sessions.</p> <p>There is a clear and coherent approach to character education.</p>

Leadership & management	<p>Leaders are highly ambitious for the development of children, the staff and the school. They have overseen the complete review of the school's curriculum and pedagogy.</p> <p>Leaders are passionate about and uncompromising in their drive for success - seeing the contextual barriers of the school as 'reasons to do better', rather than excuses for underperformance.</p> <p>The school is very small, meaning that the staff team is small and there is high dependency on individual leaders. There is more work to do on the development of middle leaders within the limitations of the team size.</p>
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