

Behaviour and Attitudes	Strengths <ul style="list-style-type: none"> • Relationships between adults and children are warm, nurturing and caring across the school and is often commented on by external professionals and visitors • The behaviour and attitudes of children across the school is consistently positive and children engage in the learning opportunities for considerable periods of time • Children respect each other and the behaviour they show towards each other is often commented on by external professionals • Observations of children show that children are sensitive to the needs of others, especially those with SEND and understand the individual needs of others and are able to support them appropriately • All adults are prioritising children's well-being • The school effectively supports parents in understanding their child's emotional development • Leaders prioritise parent's well-being 	Areas for priority <ul style="list-style-type: none"> • Leaders are aware of the importance of parental engagement and the effect that this has on children's learning, a range of actions have been implemented and are regularly monitored, however the school continuously encourage parents to remain actively engaged with their child's next steps
Personal Development	Strengths <ul style="list-style-type: none"> • Children are engaged and enjoy coming to school and display extremely positive attitudes and behaviour • Staff are responsive to children's individual needs and personalities, adults in depth knowledge of children enables them to engage in high quality interactions that support communication and language acquisition • Children show high levels of confidence and independence • The school dog has enhanced the personal and emotional well-being of the whole school community 	Areas for priority <ul style="list-style-type: none"> • All staff enhance personal leadership skills to support the effective operation of the school
Leadership and Management	Strengths <ul style="list-style-type: none"> • School leaders have a strong desire to secure school improvement • Leaders are able to clearly articulate how skills and knowledge build over time in a clearly defined sequenced curriculum • Leaders quickly identify actions needed to support staff and improve performance • Leaders prioritise staff CPD to ensure knowledge and understanding of children's development remains a priority • The leadership team is cohesive with a clear shared vision • Safeguarding is effective and there is a strong culture across the school 	Areas for priority <ul style="list-style-type: none"> • Leaders coach to ensure staff unlock their own potential, enhance their skills and achieve personal and professional growth