

	Strengths	Progress/planned next steps
<p>Improvements since inspection June 2023</p>	<p>Actions have improved outcomes in reading, writing and maths at the end of KS2. AHT has supported all staff in planning and delivery of improved strategies in reading comprehension, oracy and writing across the school. AHT for curriculum and reading has supported EYFS and KS1 staff with implementing Talk for Writing and Early Reading strategies which have impacted outcomes. AHT has also supported staff with Walk Thru strategies which have improved delivery, learning through explicit teaching, review and checking for understand amongst others. AHT for Data and Assessment sets bespoke pupil progress performance management objectives to focus on accelerating progress for identified pupils.</p> <p>Foundation curriculum reviewed and planned to be more cohesive and sequential from EYFS to Y6 in most subjects. Impact on pupil learning positive.</p>	<p>Monitor impact of the reading strategies and support given to teachers in EYFS on pupil outcomes. Monitor the impact of increased focus on developing vocabulary across the school. (AHT for curriculum and reading). Focus on guided reading, strategies and effectiveness on outcomes.</p> <p>Continue to track progress of pupils, particularly pupil premium pupils and monitor impact of interventions and strategies implemented to accelerate progress and close gaps in attainment.</p> <p>Continue to develop foundation subjects through review and monitoring, ensuring progression of skills is relevant, logical and coherent in all subjects but particularly Geog and Hist. Identify precise knowledge pupils need to know and remember. Develop assessment in foundation subjects Further develop subject leadership and self-evaluation. Ensure subject leaders have the time to do this.</p>
<p>Areas for whole school development</p>	<p>Maintain and increase the progress made by pupils made between KS1 and KS2. % of pupils achieving GLD at end of R and ARE in RWM at end of KS1 gradually increasing. Majority of pupils making at least expected progress across the school.</p>	<p>Increase % of pupils achieving ARE at end of KS1 and GLD at end of R. Increase % of all pupils making more than expected progress to increase the % at ARE IN RWM in all year groups. .</p>
<p>Outcomes for pupils 2024 (assuming 3 pupils are disappled) Progress to be confirmed</p> <p>KS2 R EXS 88.3%/ higher 38.3% 107.5 Progress</p> <p>W EXS 88.3% Higher 26.7% Progress</p> <p>M EXS 91.7%/higher 43.3% 107.6 Progress</p> <p>ESPG EXS 90%/higher 53.3% 109.7</p> <p>RWM EXS 81.7% Higher 23.3%</p> <p>Y1 Phonics 61% Y2 Phonics 85.7%</p> <p>End of KS2 TBC R W M</p> <p>Progress for disadvantaged pupils</p> <p>Nat aver for non-disadv pupils</p> <p>No of dis-adv pupils</p>	<p>Data shows pupils enter Nursery at 18-20 months below actual age. At R 14-17 months below. At KS1 data shows they are still well below national expectations but gaps are closing but by the end of KS2 data shows the gap is closed or data exceeds national outcomes. Maths, Writing exceeds national; reading and grammar exceeds national and RWM exceeds national outcomes. Phonics data at Y2 is much improved on the Y1 outcome for the cohort.</p>	<p>Through rigorous monitoring of teaching, learning and progress, increase % of pupils at KS2 are making more than expected progress and reaching ARE in RWM by end of KS2. Maintain and continue to improve attainment in all areas for all cohorts .</p> <p>SEND teachers and support staff to address gaps in learning for SEN pupils through adaptive teaching and to continue to support EAL pupils entering the school with a bespoke programme. .</p> <p>Increase % of SEND pupils and pupils with prior lower attainment making at least expected progress. Expertise of R intervention teacher to address speech and language for many pupils in EYFS.</p> <p>AHT for curriculum and reading to review and monitor the planning and implementation of the foundation subject curriculum. Subject leaders to be released to perform in depth monitoring and self-evaluation of their subject and develop assessment strategies.</p>
<p>The quality of Education (in all subjects).</p> <p>Further review of curriculum from nursery to Year 6 including assessment strategies.</p>	<p>In learning walks progress of most pupils in lessons is good or better, due to effective use of assessment/planning to challenge/support pupils' learning.</p> <p>Engagement and behaviour excellent in all lessons.</p> <p>Implementation of Tom Sherrington's Walk Thru strategies.</p>	<p>One of the main foci for us, as a school which has emerged from these learning walks and dropins is making sure the children are consistently clear about the steps in their learning and about how what they have learned before is helping them to learn something new today. We need to continue to make explicit links in their learning and explain these to the children so that they can use and apply their learning in new situations. Instructional coaching will be implemented to support teachers in embedding specific Walk Thru strategies to improve outcomes for pupils. AHT and Y2 lead teacher to continue attending WALK THRU project to support further improvements in teaching.</p> <p>Implement and develop further Oracy strategies.</p> <p>Continue the secondary focus: what we are doing for the bottom 20% in our classes. What actions are we taking, to accelerate their learning and are these actions working? Sometimes it will be considering how the more able children are being challenged while we address misconceptions with the majority of the class. It may mean moving away temporarily from the principles of certain approaches in our teaching to ensure the children who have fallen behind are receiving</p>

		the support they need. AHT to focus on guided reading strategies and support teachers in delivering guided reading.
Behaviour and attitudes	Positive ethos, attendance improving slowly over time, very few lessons disrupted by poor behaviour and only a few well-founded concerns about bullying which are dealt with effectively. Use of time away to avoid exclusions and using exclusions as absolutely last resort.	<p>Improve punctuality and decrease % of persistent absence.</p> <p>Improve attendance to pre-covid % using incentives and high expectation of parental responsibility.</p> <p>Continue to support those pupils from families who have been negatively impacted by the recent covid period socially and emotionally.</p>
Personal Development	Wide range of enrichment activities which are attended by all group of pupils. Personal development highly valued at the school and all opportunities taken to encourage all pupils to be the best they can be.	Encourage and target increased % of pupil premium pupils and other focus groups to attend after school clubs. (Golden Ticket clubs.)
Leadership and management	<p>Monitoring and evaluation is rigorous and robust, including that of the governors. All leaders drive raising standards in all OFSTED criteria and work towards this end. The school is an excellent and highly effective team. PM cycle clearly linked to school improvement. OFSTED judgement in June 2023 was GOOD. Pupils make good progress from a very low baseline in EYFS. Pupils and staff feel cared for and are given opportunities to fully develop their potential. Ethos of love and care of each other, emphasis on community cohesion and teamwork, permeates everything. Development of Good to Be Green and 6Rs to build character muscles for effective learning.</p> <p>All KS2 SATS outcomes 10% above national on average.</p> <p>Open door policy for parents, pupils and staff.</p> <p>Achievement of Silver Carnegie Mental Health Award</p> <p>Embedded Good to be Green and 6Rs systems.</p> <p>Sustainability is priority: Green Flag ECO school.</p> <p>National Award for Outstanding Primary Practice.</p> <p>APPG award for excellence in school food.</p> <p>Succession planning a priority.</p>	<p>Continue to embed implementation of specific Walk Thru strategies in every lesson to support pupil learning.</p> <p>Continue to monitor the impact and effective use of pupil and sports premium to raise standards and progress made by PP and other focus groups of pupils and to improve health, fitness and emotional well-being.</p> <p>Continue to support and develop middle leaders: confidence in their knowledge of standards and ARE across the school, skills coverage and progression.</p> <p>Reducing impact of barriers to learning particularly for PP and SEN pupils. Raise % of pupils making expected progress or better and achieving ARE across the school</p> <p>Further engagement of parents and wider community (local, national and global) to raise aspiration.</p>
Early Years GLD 52.9%	Pupil progress in lessons is at least good. Positive and well-resourced learning environment. Review of learning environment ensures all activities have a focussed learning outcome. Outdoor learning well developed. Forest School. Review of reading has improved outcomes. Development of T4W has improved writing outcomes. A further review of curriculum means the curriculum from nursery to Year 6 is more relevant and cohesive.	<p>To increase GLD from 54% to 60%. Close the gap between school data and national. Focus on and monitor the development of language.</p> <p>Embed and further develop the reviewed EYFS curriculum</p>