



## STRENGTHS of OUR SCHOOL

....taken from recent external evaluation of the school

- From low starting points pupils make good progress in the early years
- Phonics screening outcomes are just below local and national figures and there is an improving trend.
- Pupils in receipt of FSM do almost as well as all pupils and as well as their peers locally.
- In KS1 there is an improving trend over time in all subjects at all levels and so the attainment gap is narrowing.
- The attainment of pupils with FSM is similar to that of all pupils in school and better than FSM pupils locally in reading and maths.
- There are no significant gender differences; in fact boys outperform girls in maths.
- Attainment at the end of KS2 is in line with national figures at level 4 and level 5 in all subjects except writing which is slightly below at level 4
- Average point scores in 2014 have improved in all subjects but especially so in reading and maths.
- Progress measures in KS2 demonstrate that the proportion of pupils achieving expected progress is above the national and local figures, as is the proportion of pupils exceeding progress in reading.
- Current school held data shows that the majority of cohorts are making at least expected progress, with many exceeding this.
- The data tracking system enables leaders and teachers to identify underachievement and the data is summarised clearly.
- School has a clear, comprehensive assessment calendar which is shared with and understood by all staff. There are regular planned opportunities to assess pupil outcomes and to moderate the judgements made
- Progress meetings are led by senior leaders and the records of these make note of which pupils need intervention to support improvements in attainment and, or progress
- Teachers demonstrate a good understanding and have high expectations of what pupils' can achieve during lessons and this is evident in the differentiated planning, questioning and activities observed in the classroom.
- Teachers have good subject knowledge and their relationships with pupils are good in the school. They make effective use of positive praise, classrooms are well organised
- KS2 have just introduced setting across parallel classes for literacy and maths and these lessons are well planned and enable differentiation to be further enhanced.
- Teaching assistants support the pupils well
- Observations demonstrate pupils using and applying basic skills and they are focused in class and work with sustained concentration on the tasks in hand
- The attitudes and behaviour of pupils in lessons and around school is good, pupils are courteous and polite with the adults in school as well as with each other.
- The pace of lessons is good and pupils are clear about what they are doing, why they are doing it.
- Teachers make reference to prior learning and pupil targets in lessons and regular and relevant comments are evident in their marking of pupils' work.
- All pupils have positive attitudes to reading and were keen to read out loud, which they did with enthusiasm and some expression and fluency.
- The books they had are pitched at an appropriate level and the pupils use phonic strategies to sound out any unfamiliar words.
- The children are able to clearly explain how their writing and maths targets are set and how the dates they are achieved are noted and cross referenced to work they have completed.
- They were all in agreement that the targets were helpful, with one child commenting that "Targets keep me on track."

- The school marking policy is similarly well understood and interpreted equitably across the group. They are able to articulate how marking links to the lesson, showing objectives achieved and areas to improve.
- The 'star and a wish' approach was embedded in practice and children welcome the challenges given to extend or consolidate skills and understanding.
- Behaviour is viewed by pupils as good across the school day, with a consistently applied behaviour policy evidently having an impact.
- The children embrace the opportunity to earn 'well done' vouchers for individual and group effort and achievement. They spoke with enthusiasm about systems that give them responsibility to support the younger children in school and also to act as a prefect to role model good behaviour.
- Children feel safe in school and enable other children to feel safe and uphold the school code of conduct
- The children in the nursery and reception provision settle well
- Children are organised in small groups across nursery and reception for guided inputs in Maths, phonics and the key person interaction makes the best use of the teaching staff.
- New teaching assistants are being carefully inducted and paired with experienced staff so that they will be able to deliver inputs to the required standard and in a consistent way.
- The flow of the session, from the guided groups into children accessing continuous provision indoors and outdoors, works well.
- Teaching staff are effectively deployed to support children in a flexible way and do not waste any opportunity to engage in meaningful conversation. Children are observed demonstrating characteristics of independent, interested learners,
- The children who have attended nursery are good role models, tidying up after themselves, putting on aprons, washing hands
- Learning journals show progress over time and across the seven areas of learning.
- Targets are set and reviewed for individual children each half term, and subsequent observations illustrate the key learning that has taken place.
- All leaders in school have high expectations of social behaviour and achievement in academic work
- There is a constant application of policy and practice within this orderly and hardworking community.
- The Headteacher ensures the school has a comprehensive Assessment and Monitoring timetable and that school self-evaluation is detailed and extensive and supports school development planning.
- The curriculum is broad and balanced and effectively planned and taught
- Governors are a visible group in the school actively taking part in school activities, events and visits.
- They are provided with a comprehensive range of information from school leaders at all levels during meetings and their visits to the school.
- Governors understand the strengths of the school well and know the school's areas for development, they are able to analyse the school data and raise on line effectively which supports them in contributing to the schools own self-evaluation.
- Regular reports on the quality of teaching, learning and progress are provided for governors and they confidently express an awareness of the assessments undertaken.
- Financial management is a particular strength and resources are managed effectively.
- Pupil premium is well managed and governors are aware of how this is spent and its impact on school outcomes.
- Governors take part in training and development which is provided from within the governing body as well as externally.
- The school adopts best practice within and outside school to moderate assessments for year groups.
- Middle leaders are enthusiastic and work hard and are keen to articulate the schools strengths and areas for development, they have substantive evidence to support this and the impact of work already done.

- Pupil progress meetings are undertaken and pupils' are identified for intervention.
- Class teachers are becoming more proficient in using the school tracking system and understanding the data to further support planning and progress.
- The school continues to develop and embrace new practice
- The LA team consider that the overall effectiveness of the school is good.
- The Headteacher ensures that the school has a comprehensive system in place for assessment and monitoring that provides all leaders and governors in school with a good understanding of the schools strengths and areas for development.
- The school is well ordered community where the pupils are well behaved and have good attitudes to their learning.
- The quality of teaching and learning is good
- Staff work hard to ensure the best outcomes for the children.
- The LA team are confident that the priorities identified by the school, together with the recommendations from this review and the recent HMI visit will be carefully built into the new School Improvement Plan and support the school in its journey of continued improvement.