

	Strengths	Progress/planned next steps																
Improvements since inspection June 2023	<p>Actions have improved outcomes in reading at the end of KS2. Deputy head teacher has supported KS2 staff in planning and delivery of improved strategies in reading comprehension across KS2. 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 for Data and Assessment sets bespoke pupil progress performance management objectives to focus on accelerating progress for identified pupils. AHT secured increased knowledge about EYFS to support tracking of progress to help address and decrease the gap between school and national data in EYFS and to support new teachers in accurate assessment and therefore more effective planning and delivery.</p> <p>Foundation curriculum 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)</p> <p>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. 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>																
Areas for whole school development	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.	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>Outcomes for pupils 2023</p> <p>KS2 R EXS 74%/ higher 29% 105.3 Progress 4.0</p> <p>W EXS 76% Higher 13% Progress 4.4</p> <p>M EXS 87%/higher 40% 107.4 Progress 8.7</p> <p>ESPG EXS 75%/higher 41% 106.4</p> <p>RWM EXS 66% Higher 13%</p> <p>KS1 R 53%, W 48%, M 58%, RWM 42%</p> <p>Y1 Phonics 72% Y2Phonics 82%</p> <table border="1"> <thead> <tr> <th>End of KS2 TBC</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Progress for disadvantaged pupils</td> <td>3.6</td> <td>3.7</td> <td>5.8</td> </tr> <tr> <td>Nat aver for non-disadv pupils</td> <td>0.4</td> <td>0.4</td> <td>0.5</td> </tr> <tr> <td>No of disadvantaged pupils</td> <td>35</td> <td>35</td> <td>35</td> </tr> </tbody> </table>	End of KS2 TBC	R	W	M	Progress for disadvantaged pupils	3.6	3.7	5.8	Nat aver for non-disadv pupils	0.4	0.4	0.5	No of disadvantaged pupils	35	35	35	<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 nations; reading and grammar is at 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.</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 in KS2 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>Deputy Head and 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>
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<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 Rosenshine's Principles through instructional coaching strategies.</p>	<p>One of the main foci for us, as a school which has emerged from these learning walks 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 developing retrieval skills for pupils to improve memory of key knowledge and skills. AHT and Y2 lead teacher 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</p>																

		teaching to ensure the children who have fallen behind are receiving the support they need.
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 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>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 regular review/retrieval strategies in every lesson to support memory of knowledge and skills.</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 49%	Pupil progress in lessons is at least good. Positive and wellresourced 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. Review of curriculum means the curriculum from nursery to Year 6 is more relevant and cohesive.	<p>To increase GLD from 49% 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>