

Commissioned School Review of *Draycott-in-the-Clay***Headteacher:** Sarah Robson/ Rebecca Walker**Reviewer(s):** *David Edwards***Date of Review:** 14th March 2016**Context** – *(Desktop data review, including attendance, exclusions and key attainment and progress headlines)*

This is a much smaller than average school. It serves mainly the village of Draycott-in-the-Clay, though about a quarter of the pupils come from surrounding villages. The EYFS includes 12 places for Nursery children who attend part-time in the mornings. The % of pupils with SEN support or a statement of need, or EHC plan, is below average. Virtually all of the pupils are of White-British origin, with currently none from minority ethnic groups. Fewer pupils than average are entitled to free school meals. The proportion of pupils who join or leave the school other than at recognised times is slightly below average, but on a rising trend. Pupils are taught in mixed age classes. The school deprivation indicator of 0.08 is much lower than the national average.

The school has an executive headteacher, who is Head overall for three small schools in the 'Saints Federation'. A Head of School runs each of the three schools in her absence. This has led to the 3 schools in the Federation having a joint governing body and joint subject leaders who share their expertise. The Head of School at Draycott is the Federation SENCo.

There have been a number of staff changes since the last inspection. There is a new teacher in Early Years and an NQT who teaches year 3 and 4.

The school has a number of national awards including the Basic Skillsmark (which was renewed recently). Ecomark, Artsmark Silver, School Games Mark Silver, Dyslexia Friendly full status and International Schools Award. They were also awarded Outstanding in their latest SIAMS inspection.

Following the last school inspection in October 2009 the school was judged to be Outstanding. The KI arising from the inspection was:

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‘Make sure the systems to check on how well pupils benefit from links with the local community and schools overseas are also used to check on their understanding of the wide range of cultures found in Britain’.

Phonic Screening 2015

School improved on its 2013 and 2014 results. Increased by 11% and was again above national by 8%.

Boys did better than girls, with 100% reaching expected standard. Girls marginally above other girls nationally by 2%. There were no disadvantaged pupils in the cohort, but numbers of DA pupils in school are extremely small. No SEN pupils undertook the check. Pupils taking the Y2 re-sit scored 100%. This suggests that phonics teaching is effective in school, but team will explore on review.

RoL 2015 KS1:

Prior attainment shows that % of LA and MA pupils in Y4 were below national; % of HA pupils above national.

In Y3 % of pupils broadly in line with national at LA; below at MA and above at HA.

RoL 2015 shows school performance to be above national in all three subjects at all levels. There were 9 pupils in the cohort.

Taking all subjects overall, school was SIG+ in 2015, as it had been in 2014.

In READING, 100% of pupils attained L2C and 2B+. 78% attained L2A+ and 56% L3+. All of these values were above national. This was school’s strongest performing subject

In WRITING, 100% attained L2C+, school above national at L2B+ (+6%); above at L2A+ (+ 15%); only slightly above national at L3+ (+4%). Writing was relatively weaker than R/Ma.

In MATHS, 100% attained L2C+ and 2B+; school was above national at L2A+ (+12%) and L3+ (+18%)

APS historical data shows that school has been above national overall since 2011.

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In READING, school above national since 2013; +2.2 in 2015 and +2.5 in 2014.

In WRITING, school above national since 2011. However, no significant improvement in attainment since 2013, when compared to national. (+1.3 in 2015).

In MATHS, school above national since 2011. School gap over national improved slightly since 2013.

Attainment APS by Gender and groups:

Taking all subjects, boys and girls did equally well. However, girls (3) did better than boys (6) in reading. Boys did better in writing and maths but in both cases not significantly.

Boys and girls did better than their counterparts nationally in all three subjects.

There were no DA and no SEN pupils in the cohort.

All pupils were British.

With the exception of Spring birth pupils in writing, who were in line with similar pupils nationally, all Autumn, Spring and Summer births did better than counterparts nationally.

In 2014 and 2015 there were no DA pupils. Only one in 2013, so unable to make comparisons between them and others in school and all pupils nationally.

Activities carried out as part of the review may include -

Activity	Outcomes
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<p>Review of self evaluation, school development plan and other key documents.</p>	<p>The SEF and the Improving School Plan were discussed in detail with the Headteacher. The 2 documents were very detailed, complemented each other, covered the major areas of focus for Ofsted and included evidence. They showed that the school is well aware of where it needs to improve if it is to maintain its Outstanding status. It was clear that it is determined to do so and had strategies in place to ensure action plans make an impact. The major priorities included:</p> <ul style="list-style-type: none"> • To continue to provide quality professional development in English and Maths to build upon last year’s input. Identified staff have and will continue to receive bespoke support. • To network in phase groups across the Federation in order to moderate work, plan and assess collectively. • To establish the roles and responsibilities of the newly formed governing body. • To embed the new agreed corporate approaches to planning, delivering and assessing the new curriculum to ensure coverage, challenge and accuracy of judgements. • To support the newly appointed NQT in lower KS2.
<p>Observations of teaching and learning including sampling of pupils’ work and discussions with pupils.</p>	<p>Discussions with pupils show that:</p> <ul style="list-style-type: none"> • They enjoy school and that they feel safe in school and adults care about them. • The school helps them to be healthy and that they enjoy the extracurricular activities. • Children are kind to each other in school; behaviour is good and if there is any misbehaviour teachers quickly deal with it and their learning is not disrupted. • They enjoy their work in lessons because teachers make learning fun. • They mostly get work that makes them think hard; they are doing well with their work and making good progress. • Adults explain how to improve their work and help them if they are struggling. • Adults in school are interested in their views and listen when pupils have concerns. • The school teaches them about the dangers of the internet and how to deal with problems they encounter on line or through any cyber bullying (if it occurs). • They say bullying in the school is not an issue, but know who to go to if they have concerns. They are confident they will be listened to and their concerns acted upon • The school prepares them well for a move to their next class or next school. • The headteacher, senior staff and teachers do a good job in the school. • Observations of teaching and learning revealed the following:

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	<p>Joint lesson observations were undertaken with the SLT. These revealed that:</p> <ul style="list-style-type: none">▪ Information from assessments is used to set tasks that are well matched to groups of pupils' prior attainment.▪ The work is pitched at a level that is achievable for most within the group if they work hard and try their best. Work was clearly differentiated to ensure adequate challenge. Pupils applied themselves conscientiously to tasks and were keen to do their best. Their good and sometimes exemplary behaviour was used to support their learning. Pupils persevered well in most lessons, even when they found tasks difficult.▪ Most teachers modelled work effectively to help scaffold pupils' learning. They used their good subject knowledge to engage and interest the pupils.▪ Pupils with specific learning needs received support that allowed them to work independently and make good progress during the lesson. This included materials and equipment to encourage independent learning. TAs were well-briefed and made an effective contribution to helping these pupils to make the same good progress as their classmates. They kept careful records of the achievements of pupils in the lessons to help in setting next steps.▪ Pupils found the tasks interesting and enjoyable in most lessons. They concentrated well and paid full attention to the teacher.▪ Pupils used success criteria to help them to self-check their work, though this was not consistent in every lesson. Success criteria were differentiated and pupils could decide on the level of challenge, which encouraged their independence in learning. There was a missed opportunity to ensure that success criteria were more detailed and related to pupil targets.▪ The pace of learning was good throughout most lessons and little time was wasted. The teacher provided support for groups as appropriate and they did not have to wait for such input. This encouraged independence in learning.▪ Most teachers demonstrated a good degree of subject knowledge when framing and answering questions, to tease out most pupils' understanding so that they were aware of the degree to which
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	<p>most pupils were secure.</p> <ul style="list-style-type: none">▪ Lessons were adapted in response to misconceptions that were brought to light through questioning or checks on pupils' work, to help to move learning on.▪ Teachers carefully kept checks on pupils' learning and progress that was going on at different points of the lesson.▪ In most lessons pupils made at least good and sometimes rapid progress.▪ Marking is frequent and regular and of good quality. It provides pupils with guidance on how well they are doing and how their work can be improved. Teachers do ensure that corrections are carried out and most missing work is completed.▪ There is clear evidence in pupils' workbooks that work is differentiated and that pupils are making good and sometimes rapid progress in their work since the beginning of the term in September.• Classes worked in a very purposeful way showing they knew what was expected of them and settled to work very quickly.• They had excellent attitudes to learning and behaved in a mature way.▪ Some activities were open-ended to challenge pupils according to their prior achievement• Warm up activities were well planned so that everyone could respond (and they did so enthusiastically).• Learning strategies were varied and pupils worked in individually, in pairs (including talk partners) and, when appropriate, as a whole class.• Open questions were well used to get the pupils to think and pupils generally responded at length and confidently. At times they were encouraged to build on previous responses so that learning was collective and deep.• Instructions were clear and teachers intervened in a timely manner to adapt strategies for individuals and groups, sometimes bringing pupils together to work with the teacher or TA when learning was slowing.▪ Activities were well-paced and brisk. Teachers were flexible and changed tack when necessary.• Pupils were positive about reading and literature and could talk about it enthusiastically.• TAs were well used and worked in partnership with teachers.• Relationships between teachers and pupils were respectful and constructive.
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	<ul style="list-style-type: none"> • Books showed clear evidence of learning over time. <p>School might consider:</p> <ul style="list-style-type: none"> • Teachers always model work precisely so that pupils are clear about the purpose of tasks • Create more opportunities to develop reasoning and using and applying maths to real-life problem solving activities.
Discussions with Governors	<p>I spoke with the Pupil Progress Governor who was very clear in articulating the vision, values and ethos of the school. Their mutual aspirations for the school are very high. The strong, inclusive culture to provide '<u>personalised</u>' learning for every child is clearly understood - "every day counts for every child". She was full of praise for the individual staff that fulfil the crucial home-school links that create a partnership with parents.</p> <p>She expressed a positive view of the future based on secure knowledge and evidence. It is clear that Governors are taking an increasingly active role in monitoring and challenging the Federation schools' performance by scrutinising data, posing incisive questions and participating in a range of carefully planned monitoring actions. They have a thorough grasp of how school initiatives are showing impact on progress, and how data is used as 'intelligence' for moving forward and improving outcomes.</p> <p>The governors are using performance management as an effective tool to hold both staff and the headteacher to account for the progress pupils make.</p> <p>The range of activities available and the opportunities to compete against other schools, reinforces the view that sport funding is being used well to support pupils in developing their physical skills and a healthy lifestyle.</p> <p>Pupil premium funding is being used effectively to support the progress and attainment of disadvantaged pupils. Disadvantaged pupils in the school have been historically small (making arithmetic comparisons unreliable). There were none on RoL 2015. However, there was good evidence that governors are using funds effectively to close attainment gaps between DA pupils and others in school and all pupils nationally. The CoG dedicates a considerable amount of personal time to fulfilling his role and supporting the school. He regularly meets with the Headteacher and curriculum group to review the SIP and keep abreast of progress. He is well informed about strengths and areas for development and has a balanced, holistic view of the current performance of the school and what needs to be done to further improve. There is a tangible desire to be as well informed and proactive as possible.</p> <p>All governors benefit from recent and relevant training to keep abreast of new legislation, Ofsted requirements and safeguarding information, including 'Prevent'.</p>

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	<p>Evidence from talking to parents shows that the school is highly valued in the community for its caring, inclusive, approach and for the progress children make, both emotionally and academically.</p> <p>Governors might wish to consider:</p> <ul style="list-style-type: none"> • Identifying areas of challenge, impact and holding the school to account more clearly in minutes of meetings. • Further clarifying the roles and responsibilities of the joint federation of governors
<p>Discussion with middle leaders</p>	<p>The recent BSQM report noted the strong cooperation between subject leaders in the Federation which is benefitting pupils “There are very close working relationships within the Federation, sharing good practice and supporting teaching & learning. Staff from the school lead by example and are having a very positive impact on the other schools”.</p> <p>The Executive headteacher (Outstanding) has an ambitious vision and has set a clear direction for the schools. Her approach to leadership is resolute and determined. With the excellent support of governors, she has assembled and empowered an effective senior leadership team. The team, in turn, is having a positive impact, for instance on the compilation and use of assessment information, driving curriculum improvements, on the leadership of the early years and on provision to support all pupils according to their particular needs and circumstances. The pupil assessment and recording systems are rigorous and precise. Pupil data and their work are regularly reviewed. Any pupils who are at risk of falling behind are quickly identified and effective intervention strategies are put into place to ensure that they achieve what they are capable of, irrespective of ability.</p> <p>The headteacher provides strong leadership of teaching. She and her senior leaders in each school, have undertaken a programme of observations, with feedback and advice given to teachers about improvement. The programme has improved the quality of teaching, and is linked closely to performance management and the school’s key areas for improvement, so that it is consistently good and often outstanding. The programme of teaching support is contributing to better progress by pupils. School leaders have resolutely supported the drive for improved teaching.</p> <p>Leaders for English & maths and the school (and Federation)SENCo,(Outstanding) show an excellent capacity to lead their areas of responsibility. They strive for continuous improvement and work effectively together as part of the school's SLT. There is a strong culture of mutual support and teamwork to improve outcomes for all pupils.</p>

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	<p>They are extremely well informed and strategically focused on impact and outcomes. They have compelling evidence of planning, assessment data, rigorous monitoring and tracking to support priorities for improvement in reading, writing and maths, and how these will be translated into teaching and intervention strategies across the school. Action planning is detailed and includes a clear vision of success criteria and exactly how this will be achieved.</p> <p>The SENCo has produced a one page profile which details pupils' strengths and needs and what interventions have been put into place to meet their needs – and how success will be measured. It is a very precise and concise document which is regularly reviewed with parents.</p> <p>Detailed tracking from formative and summative assessment data identifies gaps in the acquisition of basic skills so targeted personalised intervention programmes can be put in place. Progress is rigorously analysed so that maximum impact can be achieved. RoL 2015 showed that Draycott KS1 pupils' attainment was again significantly above the national average, demonstrating the relentless drive to always give the best to pupils.</p> <p>Subject leaders know they have high expectations and set challenging progress targets for 2015-16, but are convincing in their analysis of how and why this is achievable. They understand the new curriculum expectations and how to develop policy and practice that will deliver their shared vision for further improving standards.</p> <p>The school is currently implementing a range of strategies to validate ARE within the new programmes of study and both leaders are able to triangulate monitoring evidence to support these outcomes. Standardised tests for reading and maths also form part of the evidence bank.</p> <p>Well-planned CPD provides opportunities to share and benefit from new ideas. Many aspects of teaching and learning in maths have been improved, particularly mental skills and reasoning. Leaders are unreservedly positive about the impact of CPD for the school and for themselves.</p> <p>Moderation is carried out internally across year groups and externally through the Federation.</p> <p>The leaders are accountable to the Head and Governors and provide regular, evidenced progress reports.</p> <p>Book scrutiny – English and Maths (completed with Executive HT and Head of School)</p> <ul style="list-style-type: none">• All ability groups receive appropriately differentiated learning tasks with increasing levels of challenge.• Progress from September is clearly identified and often rapid.• Targeted marking is clear, consistent and adapted for the age of learners. Pupils are being encouraged to respond to the comments teachers make about their work. This is empowering
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	<p>them to take control of their learning.</p> <ul style="list-style-type: none"> • Children respond to marking and know what is expected. • Ongoing assessment for ARE is consistent with the school's agreed assessment and progress measures. • Teachers use evaluation of learning to set next steps LO and do this well. • Evidence shows learners build on prior learning and apply their understanding. • Many children write well and at length and in different subjects • Maths calculation is strong. Whilst some staff are introducing reasoning into maths work to check on how secure pupils are in their learning, the practice is not yet consistent across school – and needs further time to embed to show further pupil impact. • Pupils would benefit from more opportunities to use and apply mathematical skills to real-life problem solving. • Work in books is almost always well presented. <p>Subject leaders have detailed knowledge of individual progress.</p> <p>The school has used its expertise and outstanding status to support T&L in the other Federation schools.</p> <p><u>The school may wish to consider:</u></p> <p>Ways of strengthening the consistency of joint planning and curriculum provision for KS2 pupils, in conjunction with other schools in the Federation.</p>
<p>Evaluation of current internal data</p>	<p>The consultant came to the same conclusion about the new assessment systems as did the BSQM report:</p> <p>The new assessment system enables staff to monitor progress very closely and interventions are “put into place to fill any gaps in learning. “I can” targets are in each child’s books and help to focus learning in basic skills”. I talked with children about their targets for learning and achievements. Pupils spoke eloquently and with confidence about their targets and how they were helping them to make good progress. They knew what they needed to do to improve their work and what their next steps were.</p> <p>The school uses an electronic system to record pupil gains in their learning against national age related expectations and Standardised tests supplement teacher assessment in giving teachers an increasingly accurate picture of the progress of pupils and groups of pupils.</p> <p>Pupil progress meetings are proving successful in raising attainment and increasing rates of progress</p>

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	<p>because the senior leaders ensure that assessment evidence supports all decisions and judgements that lead to interventions.</p> <p>Current school data shows that the vast majority of pupils are on track to achieve the national age related expectations required of them by summer 2016. The school has an ambitious target of 87%+ in reading and maths and is confident that this can be achieved.</p> <p><u>The school might consider:</u></p> <p>How it can more precisely measure pupil progress and attainment, using the new assessment systems and supporting this with standardised testing and progress in pupil books</p>
Use and impact of central funding	<p>The school received £8 180 to support sport development. This was used to:</p> <p>Increase the amount of competition sport in which our children participate.</p> <p>Castele £1,325</p> <p>Buy in PE and sports specialists and coaches to work alongside class teachers in lessons.</p> <p>Progressive Sports £3,400</p> <p>Provide professional development opportunities for the P.E. coordinator. Levels 5 and 6 PE Course £1209</p> <p>Improve resources. £906</p> <p>Transport to sporting events with other schools: £148</p> <p>Primary PE Support Package for our NQT: £1000</p> <p>The impact of sport funding shows the effectiveness of strategies in enhancing experiences for pupils and providing CPD for staff. It also shows how pupils had greater competitive sport opportunities:</p> <ul style="list-style-type: none"> • Sainsburys School Games Award Silver level maintained <p>Increased participation in inter school competitions - 40% of KS2 pupils participated in football tournaments and more are planned for the Spring term. Intra school football and athletics tournament – all pupils in school involved.</p> <p>Pupil voice indicates increased enjoyment. Young leaders deliver active lunchtimes daily. 100% pupil participation.</p> <p>Feedback from School Council meetings indicate that lessons are highly regarded.</p> <p>Team teaching is developing expertise in teaching PE for the new member of staff in KS2. Specialist coaching bought in to deliver alternative curriculum to engage all pupils. For example: Golf, Athletics, Futsal and Fencing. This</p> <p>is also being delivered through team teaching ensuring sustainability.</p> <p>PE coordinator has gained the Level 5 Certificate in Primary School Physical Education Specialism.</p>

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	<p>New equipment bought for the new sports that are being offered and taught. Data collected in the summer term indicated that there has been a significant increase in participation at after school clubs. KS1 saw an increase from 21% to 74% and KS2, 35% to 47% participating at clubs Nursery and Reception are being taught Soccertots weekly. This promotes physical development as well as Literacy and Numeracy skills. Maintenance of 5 hours physical activity a week for all pupils. In 2014/15 the school received £3 900 pupil premium grant to support disadvantaged pupils. This was used to: Provide additional hours for a teaching assistant to deliver FFT Wave 3 intervention programme and Dyslexia Outreach follow up work. Provide TA hours to deliver ongoing Speech and Language support activities. Provide additional hours for a teaching assistant to facilitate a small nurture group each afternoon. <u>Impact of spending:</u> The pupil receiving the FFT Wave 3 intervention programme has made significant progress. His reading age has increased from being 1.11 below his chronological age at the start of the school year, to having a reading age that is now in line with age related expectations. The pupils attending the nurture group are now settled and happy amongst their peers and behaviour is now incredibly positive. Speech and language support is ongoing but progress is being made. In 2015/16 the school intends to use its allocation in the following ways: To supplement the provision of teaching assistant hours to deliver intervention programmes. Make provision for FSM pupils to participate in some after school activities led by external organisations. To provide training for the SENCO and teaching assistant on the Turnabout intervention programme.</p>
<p>Performance of more able, SEND and other vulnerable groups</p>	<p>RoL 2015 shows the good performance of more able pupils at the end of KS1. In READING, . 78% attained L2A+ and 56% L3+. Both of these values were well above national. This was school's strongest performing subject. In WRITING, above at L2A+ (+ 15%); only slightly above national at L3+ (+4%). Writing was relatively weaker than R/Ma.(This is an area for development) In MATHS, school was above national at L2A+ (+12%) and L3+ (+18%) There were no DA and no SEN pupils in RoL 2015 KS1.</p>

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	<p>Work in books and current school data shows that more able pupils are being challenged and making good and sometimes rapid progress.</p> <p>Current school data shows that the progress of SEN and DA pupils is also accelerating and the gap between themselves and others in school is narrowing. Good TA support and timely interventions are increasing confidence and helping to accelerate progress</p> <p>The school is stringently tracking pupil progress through data, work sampling and pupil progress meetings, to ensure that pupils are staying on track to achieve what they are capable of. Work scrutiny of pupil workbooks and observations in lessons show that SEN and DA pupils are making the same good level of progress as their classmates.</p>
<p>Review of EYFS</p>	<p>RoL 2014 shows that the school achieved 100% of pupils reaching a GLD. This figure dipped in 2015 to 75, which is still above national, but reflects the issue of pupil needs in that particular cohort.</p> <p>The EYFS is a high quality facility, which reflects the very caring ethos which is evident throughout the school.</p> <p>EYFS: Outstanding</p> <p>EYFS is a strength of the school. The Reception teacher (EYFS Leader) has created an excellent 'enabling' classroom environment that is well resourced, stimulating and appropriately planned to provide excellent opportunities for pupils to explore and develop across all areas of learning, both indoors and outside. The teacher is clear in her understanding of effective EYFS practice and has compiled a detailed action plan to further improve provision. L&M are strong because EYFS leader has a clear vision of improvement. Teamwork in EYFS is strong and baseline assessments are carried out at the start of Reception that provide comprehensive comparative data with similar schools and national averages. This data indicates that the majority of children enter Reception with skills and abilities which are in line with ARE. The majority of children are making good progress and a higher proportion are now working within ARE. On this evidence, targets for 2016 have been revised and 76% are expected to achieve a GLD. Girls generally did better than boys in most areas of learning.</p> <p>In both child-initiated and teacher-directed activities pupils are totally engrossed in what they are doing, and are purposefully engaged with adults and each other. The teachers and TA have high expectations, use questioning well to guide learning and encourage independence. Staff have excellent recording mechanisms to judge children's progress and to set "next steps" in learning.</p> <p>Children are motivated, enjoy using their knowledge of sounds and respond well to verbal and written tasks. Some children are beginning to apply these skills very effectively in their independent writing and across a range of writing opportunities available in the continuous provision activities. Adults use language for learning in a positive way to encourage effort and guide learning.</p>

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	<p>Staff have established consistent expectations of behaviour and routines so the children listen attentively and respond to instructions very well. The strong, positive relationships enable children to develop independence and confidence.</p> <p>All safeguarding procedures are in place to ensure children work and play in a safe environment. Staff are paediatric first aid trained.</p> <p>Teaching is consistently good or better.</p> <p><u>The school might consider:</u></p> <p>Given the difference in attainment between boys and girls in the EYFS profile 2015, ensuring that gender differences in performances are narrowed.</p>
<p>Review of Safeguarding</p>	<ul style="list-style-type: none"> • School safeguarding meets all statutory requirements. The SCR is thorough and detailed and regularly updated. All necessary safeguarding certificates are up to date. Key staff and governors have accredited safer recruitment qualifications. Staff have done Prevent training and there are policies and procedures in place to teach pupils about this aspect of their personal development. The school deals effectively with bullying- but it is extremely rare. (Parent questionnaire, discussion with parents and pupils). School actively promote a clear message about the impact of bullying through assemblies, circle time, PSHE and through visits from outside agencies Pupils themselves say bullying is not a problem, but are confident that if it occurs they would speak out and be listened to and staff act upon concerns. They are taught how to keep themselves safe in all aspects of daily life, including internet usage and mobile phones. They know about cyber bullying and how to combat it <p>No exclusions in the last 12 months. Attendance remains high showing pupils enjoy coming to school.</p> <p>Pupils demonstrate a clear understanding of safety through play, including in EYFS. The same is true of older pupils in both their work and their conduct.</p> <p>The school actively promotes a caring ethos in which all pupils are valued. A parent said, “The school is like an extension of our family”. This creates a harmonious community</p>

Outcomes for pupils are outstanding because

Children enter Nursery with skills and abilities around in line with national. As a result of very effective teaching they leave Reception with attainment which is above average and shows the good progress they have made in EYFS

Y1 Phonic screening check is above national showing that teaching in this area is effective

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At the end of KS1 in summer 2015, RoL were again significantly above the national averages as they were in 2014. Attainment and progress have been maintained. Most pupils make good and often rapid and accelerated progress until they leave the school at the end of Y4. Current school data shows that the vast majority of pupils in each year group are on track to make good or better progress in line with national age related expectations, with a good proportion on track to exceed these marks. The school recognises and is working hard to improve mathematics

Personal development, behaviour and welfare is outstanding because

Children are focused on their learning and the great majority remain on task and can discuss their learning context.

They use their often exemplary behaviour as a strong focus to improve their learning

Pupils take enormous pride in their work and are always keen to do their best

Pupils have a good understanding of e-safety and cyber bullying and how to keep themselves safe in all aspects of their daily life. Discussions with pupils demonstrated that they feel safe and well-cared for in school.

The school gives safeguarding a high priority. All safeguarding procedures meet statutory requirements. Parents feel their children are safe and happy in school.

Clear and agreed procedures are in place should anyone have a concern about a child. The school works well with outside agencies to support pupils who need help. The support for vulnerable pupils is exemplary.

Pupils take pride in their school and respect its environment. The School Council are proactive in further improving the school environment.

Quality of teaching, learning and assessment is outstanding because

The school's highly personalised and well planned learning programmes engage pupils and ensure that they make good progress

Pupils have excellent attitudes to learning. They apply themselves effectively to their learning, which contributes to their accelerated progress.

A majority of pupils are on track to reach or exceed age related expectations

Teachers use their good subject knowledge to inspire pupils to learn

They make careful checks on learning in lessons to assess pupil progress and how secure learning is. Their rigorous pupil tracking procedures allows them to spot any pupils who are in danger of falling behind, so they can keep them on track to achieve their potential

Pupils are being empowered to take control of their own learning to help to accelerate progress

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Effectiveness of leadership and management is outstanding because

Relentless and ambitious drive and vision for the school permeates all aspects of school life. As a result school leaders and governors have successfully secured the commitment of both staff and learners to a personalised approach to life-long learning, with high expectations and aspirations for all. This has translated into the promotion of equality and sustained and continuous improvement in standards and attainment for all learners, where prejudice or stereotyped underachievement is not tolerated.

School leaders at all levels, are highly effective in their analysis of data, monitoring feedback and learning community views to ascertain an accurate understanding of the schools performance and strategic next steps for improvement.

As a result of regular, robust and rigorous evaluation, the pace and focus of school improvement remains consistently rapid and sharp. Termly school improvement group meetings are led by the Chair of Governors and involve all members of staff and key stake holders in the measurement of impact to date against key performance indicators linked to key actions and priorities in the school's development. This effective evaluation informs future strategic planning and ensures the ambitious vision for the school is maintained, quickly identifying any underperformance, through targeted and timely focused intervention.

They focus relentlessly on improving teaching and learning and provide focused professional development for all staff. They nurture teachers, from NQTs to senior leaders, and develop them through succession planning to ensure continuity.

School self evaluation is honest and accurate and identifies the key areas for improvement.

The school works effectively with other schools and takes a leading role in supporting the development of quality first teaching

The most up to date school assessment data shows that the majority of pupils in all year groups are on track to achieve ARE at the end of the academic year (85% +).

Effectiveness of the early year's provision is outstanding because

Learners enter EYFS with skills and abilities in line with their age. They make good progress because of effective teaching and leave with attainment which is consistently above national.

Leadership and management of the EYFS are outstanding. There is a strong ethos of teamwork and all staff want the best for the children in their care.

Learners are taught to explore and reflect upon their personal learning journeys and opportunities available.

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Daily effective teaching of phonics through a range of strategies enables learners to confidently begin to read and blend words through a range of interactive activities.

Ongoing assessment evidence supports the profile of each 'unique child' and EYFS staff obviously know individual needs very well

Pupils are taught in a safe, well-resourced and stimulating environment

Safeguarding meets statutory requirements.

Overall effectiveness is outstanding because

- All four key judgements are at least good.
- Spiritual, moral, social and cultural development is a positive feature of the school
- Statistically, the school is maintaining its high standards in all areas of learning
- The EYFS is outstanding overall and provides pupils with a comprehensive range of T&L activities, so their GLD is above national
- The results of phonic screening in Y1 show that school is above national in this area. This make an effective contribution to pupils' reading, writing and language and communication skills
- The school strives to provide equality of opportunity for all of its pupils. The education provided by the school meets the needs of a range of its pupils.
- The quality of teaching, learning and assessment is outstanding
- Leadership is strong and collective and there is no complacency in the school. The pupils' attitudes to learning are excellent and resources are available for interventions so there is no reason why the school should not continue to be successful.
- Safeguarding is effective