

Summary Evaluation

GRADE	THE QUALITY OF EDUCATION
2	<ul style="list-style-type: none"> Bespoke curriculum being put in place to meet the needs of all learners. Teaching is typically good or better. Children make rapid progress throughout the school. <p>Area for Development:</p> <ul style="list-style-type: none"> Review and embed LfL and the new foundation curriculum Continue to develop staff knowledge of subjects and specific teaching activities Review current reading provision Review current provision of writing
GRADE	BEHAVIOUR AND ATTITUDES
2	<ul style="list-style-type: none"> Children are committed to their school and understand how a good education leads to better opportunities in later life. Children's behaviour very well and are engaged/responsive in lessons. The children are aware of their differences, viewing their diversity as a positive attribute in their school and themselves. <p>Area for Development:</p> <ul style="list-style-type: none"> Develop children's metacognitive behaviours. Look for further opportunities to extend the range of extracurricular activities. Maintain proactive approach to poorer attendance/punctuality for key groups.
GRADE	PERSONAL DEVELOPMENT
2	<ul style="list-style-type: none"> Children are provided with a wide range of experiences which contribute to a wider general knowledge and experiences. High quality pastoral support promotes independence and confidence, drawing in timely support when required. Interactions between children of different ethnicities is harmonious and the work of the school contributes to an integrated society. <p>Area for Development:</p> <ul style="list-style-type: none"> Develop children's metacognitive behaviours. Develop additional opportunities for children to play a greater role in the school. Embed a clear approach to the teaching of relationships and SRE across the whole school.
GRADE	LEADERSHIP AND MANAGEMENT
2	<ul style="list-style-type: none"> Leaders at all levels have high expectations of all pupils and staff. Safeguarding is highly effective. Vigilance underpins the culture of the school and a strong pastoral system ensures children feel safe and listened to. Staff are happy and well supported, personally and professionally. Leaders actively seek to remove pressures prohibiting teachers from doing their jobs as effectively as possible and securing the outcomes expected of pupils. <p>Area for Development:</p> <ul style="list-style-type: none"> Continue to develop the broader curriculum which builds children's knowledge over time. Ensure subject co-ordinators have the skills in place to drive high quality planning and provision. Continue to support and develop the capacity of the middle leadership tier. Continue to maintain effective Safeguarding processes Improve communication with stakeholders and continue to build positive relationships
GRADE	THE QUALITY OF EARLY YEARS EDUCATION
2	<ul style="list-style-type: none"> Strong leadership ensures positive environments, consistency and rapid progress for all children. A well-designed curriculum provides significant opportunities for children to acquire the necessary core skills to access a broader curriculum and develop into inquisitive learners. High staff to pupil ratio ensures children are safe and positive nurturing relationships are built. Transition between age groups is highly effective. <p>Area for Development:</p> <ul style="list-style-type: none"> Continued improvement of all practitioners' understanding of child development and pedagogy to further support the quality of observations and next steps in relation to the new Development Matters statements. Ensure robust practices are in place for accurate statutory assessments e.g. training/moderation/benchmarking Develop oracy across Early Years through the use of sustained shared thinking, the use of floor books and 'storytime'
OVERALL EFFECTIVENESS - GOOD	

