

## **AN OUTSTANDING REVIEW!!!**

Last week, we had a review (commissioned by Lynne) as part of the school's self-evaluation processes and internal monitoring cycle. This was led by the School Improvement Adviser, together with two external education consultants who have extensive experience of inspection and school review work. The review team looked at many different aspects of the school:

- Over 40 part-sessions of teaching were observed.
- English, mathematics and topic work were scrutinised to judge teaching over time.
- Pupils were interviewed formally and informally.
- Reviewers analysed parental and staff questionnaires.
- Reviewers met with leadership at all levels, including middle leaders and governors.
- End of year provisional data for the EYFS, Year 1, KS1 & KS2, and internal progress data across all year groups were used to help make judgements.

We are delighted with the findings of the review team, which suggest that the school has **OUTSTANDING provision and practice!**

### **KEY HIGHLIGHTS OF THE REPORT**

#### **Effectiveness of leadership and management: Outstanding**

- The headteacher conveys ambition and high expectations for this highly effective school.
- Senior leaders and subject leaders have a clear overview of the school's strengths and areas in need of improvement. They have taken decisive action to bring about improvements since the previous inspection.
- Senior leaders, subject leaders and members of staff work very well together to ensure that pupils receive high quality teaching so that they can achieve as well as they can.
- From starting points that are well below those expected nationally pupils are making rapid gains in reading, writing and mathematics over time.
- The leadership of English, mathematics, inclusion and special educational needs is highly effective.
- A broad and interesting range of subjects is provided, promoting excellent achievement over time for pupils and contributing very well to their personal development. Provision for speaking and listening, reading, writing and mathematics are strong.
- The school makes highly effective use of its pupil premium funding. Pupils at risk of falling behind are quickly identified and well-targeted support is provided to improve their progress, particularly in language, literacy and numeracy.
- Leaders make effective use of the primary sports grant to develop pupils' physical and sporting skills.
- The school promotes equality of opportunity well. All pupils have full access to the learning activities on offer. All forms of discrimination are successfully tackled.
- Safeguarding and child protection arrangements tested out at the time of the review in the school are highly effective, robust and meet all statutory requirements.
- The school has excellent partnerships with its parents. Parents hold very positive views about the school and are rightly pleased with the care and education provided for their children.
- Governors are effective and highly ambitious for the school. They know very well the strengths, weaknesses and priorities. They challenge appropriately and involve themselves to good effect in the life of the school.

### **Quality of teaching, learning and assessment: Good**

- Teaching is good overall and some of it is outstanding. Evidence from books and talking to pupils suggests teaching is typically engaging and promotes very positive attitudes to learning.
- In the very best lessons, teachers create high levels of interest and manage to instil a love of learning. Tasks set are demanding for all groups of pupils. The most able pupils make the best possible progress in these lessons.
- Teachers and other adults establish strong relationships with pupils and expect them to do their very best in their learning and in their behaviour. Pupils are inspired by the teachers' enthusiasm and strong subject knowledge.
- Pupils develop their skills in reading and mathematics well overall because teachers plan and deliver activities that are motivating and develop key skills very well.
- Pupils receive very clear guidance from teachers to help them acquire a range of writing skills. The teaching of grammar, punctuation and spelling receives good attention.

### **Personal development, behaviour and welfare: Outstanding**

- Pupils' behaviour is outstanding.
- Pupils show enthusiasm and a thirst for learning. They participate very well in the wide range of learning activities provided. As one pupil told the reviewers, "teachers make us work hard but do it in a nice way that makes us feel safe and happy".
- Pupils respond extremely well to their teachers in lessons. They are attentive, cooperative and eager to answer questions and express their ideas. Throughout the school, pupils take considerable care and pride in their presentation of work.
- Behaviour is frequently exemplary in lessons, in assembly and around the school. Records of incidents indicate that behaviour has been of a high standard over time.
- Pupils are proud to be members of the school. They are courteous, friendly, helpful and kind, and show consideration and respect for others.
- Pupils thoroughly enjoy their time at school.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. All members of staff take effective steps to ensure that all pupils are well cared for, safe and protected.
- Almost all the parents who completed the review survey stated that their children are happy at the school, feel safe and are well looked after. These positive views confirm the findings of the review.
- The pupils told the reviewers that they are safe at the school and are very well looked after by the adults. Pupils understand how to keep themselves safe at school, at home and on the roads. They show a good understanding of Internet and e-safety when using computers.

### **Outcomes for pupils: Outstanding**

- From their generally low starting points in the early years, and their good progress there, pupils, including key groups go on to make good and often outstanding progress overall throughout Key Stages 1 and 2.
- In the phonics check in Year 1, and by the end of Key Stage 1 and Key Stage 2, most pupils now attain average standards in National Curriculum assessments in reading, writing and mathematics.
- Provisional results for 2015 show that from each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils exceeds that of other pupils nationally.
- Pupils who speak English as an additional language and those who join the school later than

usual, all make at least good, and often excellent, progress throughout their time in the school.

- Disabled pupils and those who have special educational needs achieve well and similarly to their peers. This is because of the effective support provided by teachers and other adults during lessons and small-group activities.

**Areas for improvement:**

- Continue to improve phonics provision (organisation of groupings) to accelerate progress
- Continue to increase challenge to meet the demands of the new curriculum
- Increase opportunities to investigate open-ended investigations in maths
- Make sure children always follow up on advice given in marking
- Make more use of teaching assistants at the start of lessons