

Ofsted Final Meeting Feedback

EYFS – Judgement GOOD

Strengths

- Leadership of EYFS is very effective with a strong leader who is committed, passionate and knowledgeable.
- The Early years have been transformed since the last inspection and the staff expertise shines through.
- Phonics is very well taught
- The environment is well thought out and promotes independence, particular positive reference to the fact that pupils are encouraged to take risks and indeed self-assess risk.
- Staff continually model language effectively and promote a love of reading right from an early start.
- The environment supports learning such as active maths.
- All opportunities are taken to maximise learning, including snack time.
- Pupils cooperate well and are polite.
- Parents are overtly positive about EYFS and recognise the considerable improvements made.
- There are very well-established routines and high staff expectations for all children.
- The vast majority of pupils show a love of learning.

Development Areas

- Resources are appropriate for the children but could be more progressive from Nursery to Reception.
- To support staff to effectively improve the curriculum so that pupils are able to know more and remember more over time.
- To consider systems as detailed as in literacy and numeracy to make sure pupils are ready for the Y1 curriculum in ALL subjects.

Leadership and Management – Judgement GOOD

Strengths

- The Executive Head Teacher & Executive Deputy Head Teacher work extremely closely and effectively together.
- They are committed to the school and seek the very best for every individual.
- Senior leaders have a clear vision for the school.
- There is strong governor support of leaders and the school.
- Leaders are committed to professional development of all staff, a lot of effort has gone in to staff training in reading and core subjects.
- Middle leaders are given opportunities to develop their leadership skills and expertise – NQML, NPQSL, NPQH as well as subject leadership opportunities.
- There is no gaming or off-rolling.
- Parent view of leadership was very positive.

- Parents expressed their opinions were valued, they were very happy with the school and leadership.
- Staff were very positive with how leaders deal with workload.
- Overwhelming positive response to staff survey – they best the inspectors have seen!
- Leaders consult with staff and staff feel valued.
- Some subject leaders are extremely strong.
- Governors also had good awareness of staff well-being. They have a good overview of the school and provide challenge and support for the leadership team and staff.
- The governors and leaders are outward looking and provide support – they are also keen to support staff and develop their skills further.
- The LA and diocese have also offered strong support and relationships with both are strong.
- There are no safeguarding concerns.

Development Areas

- To build in further opportunities for staff training and development in foundation subjects.
- To provide additional training for staff in relevant foundation subjects e.g. music, art, DT.

Personal Development – Judgement GOOD

Strengths

- Intent for the PSHE curriculum is clear and in place. There is an overarching curriculum plan which has been implemented more recently following a review by the effective PSHE lead.
- Effective leadership from SLT and PSHE lead demonstrates a culture for evaluation and identification of areas for development.
- Although the new curriculum is in its infancy, it has been quickly embedded. There are not in-depth plans but staff are supported by PSHE association materials.
- Health and well-being is very well developed.
- There is a strong Christian ethos and pupils know the school's Christian values very well.
- There is an abundance of opportunities to exploit strong RE/PSHE relationships and reflection including high quality worship.
- Character of the school is evident in all they do. The pupils are delightful; they are welcoming, polite and very well-rounded young people.
- Pupils are keen to talk about themselves and share their experiences and they can do so in an appropriate way.
- There are lots of effective opportunities for pupil voice through school council, global goals, goal keepers, active citizens and young leaders and strong relationships.
- There are strong links with the community that promote the school, such as links with the local residential homes.
- The children are active citizens who have a growing understanding of how they can set and achieve their goals. They are very enthusiastic pupils.
- There is a clear focus on positive mental health through mindfulness, yoga, peer massage for example.
- There is a real feeling that if anyone needs support in any way – it will be there.

- Leaders have plans to develop curriculum further and have a clear vision.
- Physical development is well catered for – P.E. and playtimes used well to develop opportunities which appeal and offer a wide range of activities.
- The P.E. curriculum allows pupils who need further encouragement to be identified and supported.
- Healthy eating is promoted within and across school.
- Pupils say they are well supported and looked after.
- There is a good after school provision through extra-curricular clubs. These are in a variety of areas.
- Strong awareness of Christian values and how they link to British values although terminology not secure (children could not list British Values)
- There is a good understanding of difference – race, religion, languages, beliefs etc.
- Pupils are aware of how families can be different and are able to show respect and tolerance towards ALL types of families including same sex families.
- Staff know the children well and prepare them for modern life in Britain

Development Areas

- To develop a greater understanding of the terminology around the British Values so that pupils can articulate and demonstrate their understanding of these better.

Behaviour and Attitudes – Judgement GOOD

Strengths

- All staff have high expectations of pupils' behaviour and conduct.
- The vast majority of pupils are very well behaved.
- The vast majority of parents say there is no bullying and any issues that arise are dealt with quickly and effectively.
- All pupils said there is no bullying in school.
- Behaviour records are consistent.
- Behaviour in classrooms overall is very positive.
- Transitions between lessons and tasks are managed very effectively.
- There are a range of reward systems in place (many observed).
- Sanctions are in place but are rarely needed therefore not observed, although children could explain consequences.
- Break and lunchtimes are pleasurable times.
- Children know how to keep themselves and each other safe.
- Leaders work with parents and the wider community to enrich opportunities and support the pupils in their personal development .
- Attitudes to learning are almost always positive and most pupils find lessons interesting and exciting.
- There is a strong, positive culture and relationships are a key strength of the school.

Development Areas

- To continue to minimise any low level disruption in lessons.

Quality of Education – Judgement GOOD

Strengths

- Reading is prioritised and there have been significant actions put in place to improve phonics which is strong and well developed throughout school.
- New staff are given clear guidance and support.
- Staff correct pupils and address misconceptions effectively.
- The vast majority of reading books are matched to the ability of the pupils.
- Strong, robust assessment systems are in place.
- Reading captures the imagination of the pupils and there are lots of opportunities to develop this further including a love of reading.
- EYFS staff have high ambition for early phonics.
- The pupils are appropriately challenged.
- The curriculum intent is clear and all teachers recognise the need to build upon skills.
- Parent feedback regarding reading is positive .
- There is an open door policy for parents to discuss homework and reading.
- Assessment in reading is effective and progress positive with 100% of re-sits for phonics screening passed.
- Teachers revisit and build on learning in R, W, M but this could be further developed in foundation subjects.
- There are strong local links both within and beyond the national curriculum.
- Each subject has a set of skills and a broad and balanced curriculum is maintained.
- Staff provide a wide range of rich experiences.
- Teachers have expert knowledge of reading, writing and maths.
- Assessment in core subjects is effective.
- Assessment in foundation subjects is in place but needs further embedding.

Development Areas

- To continue to support staff to effectively implement the curriculum so that pupils know more and remember more over time.
- To continue to develop assessment in foundation subjects so that they are fully embedded in order that it is clear what pupils know and remember as they move through school.