



1. Raising achievement and standards	Good
<ul style="list-style-type: none"> a. Improve higher-ability provision and outcomes b. Continue accelerating progress in yrs 3-5, each child making annual 4 APS increase c. Improve standards overall by raising APS in reading, writing, mathematics and science d. Embed excellent assessment and target setting procedures e. Pupil progress and standards closely tracked at all levels <ul style="list-style-type: none"> i. Teachers take lead of in-class initiatives and provision to maximize learning of every child f. Introduce, monitor and evaluate marking policy g. High-Quality CPD investment and vision: focussed on outstanding teaching for highest learning impact h. Primary National Strategy fully implemented and developed i. Develop links with Infant School 	
2. Improving Personal Development and Wellbeing	Outstanding
<ul style="list-style-type: none"> a. Develop target sharing with parents and online reporting b. Introduce personalised learning c. Develop economic wellbeing of pupils 	
3. Improving the Quality of Learning (Good) and the Curriculum (Outstanding)	Outstanding
<ul style="list-style-type: none"> a. Develop ICT provision and attain IT Mark b. Update and embed excellent curriculum maps c. Mentoring and coaching approach to monitoring developed d. Best practice identified and implemented e. Review staffing structure and organisation f. Identify, update and implement clear teaching methodologies for highest learning impact g. Enhance accessible curriculum 	
4. Improving Leadership and Management	Good
<ul style="list-style-type: none"> a. Create SLT vision statement to inform practice b. Embed monitoring, challenge and support role of senior leaders c. Embed self evaluation at all levels – bottom up approach: all staff contribute d. Facilitate pro-active, high-performing staff e. Develop foundation subject leadership and impact on standards f. Succession planning and CPD mapped to achieve aims of recruiting, forming and building teaching and leadership capacity in staff over next 5 years g. Deliver school aims alongside national policy such as ECM h. Explore trust school or affiliated school status 	
5. Improving the learning environment	Outstanding
<ul style="list-style-type: none"> a. Estate management plan to replace Building development Plan b. Specialist laboratory facility built c. IT provision extended d. Develop play areas and outside learning e. School website launched 	



OVERALL EFFECTIVENESS

Excellent and Outstanding Elements

- Enriched curriculum
- Creativity, confidence and self esteem of pupils
- Excellent art
- Excellent music
- High quality care
- Academic guidance
- Exceptional personal, spiritual, moral, social and cultural development
- Pupil's understanding of healthy lifestyles
- Participation in extra-curricular activities which interest them
- Excellent relationships with adults
- Improved attendance
- Contribute well to community
- Achieve well, from mostly above-average starting points
- Good progress – in 2008, almost all reached L4
- English, maths and science – higher than average exceeded
- Progress in current Y6 good
- More rapid progress recently as a result of successful strategies to target underachievement
- Focussed monitoring, excellent tracking and thorough assessment procedures
- Teaching is good and well planned
- Well-controlled lessons with clear learning objectives – shared with pupils (often with a variety of tasks)
- Pupils thoroughly appreciate the best teaching in which their enjoyment level is high
- Staff energised, team spirit and common purpose to raise standards

Targets:

1. Senior leaders continue to secure improvement in **standards** (average point score) and **progress** (year on year added achievement from Y3)
2. Accelerate pupil' progress by raising quality of all lessons to include
 - a. Pace
 - b. variety and
 - c. challenge of the best

Specific action:-

1. embed, reflect on and update curriculum maps and provision including specialist areas
2. embed and continue adding to Every Child Matters Provision Grid
3. Plan time for sharing best practice as identified by senior staff, including that of emerging technologies
4. Develop CPD maps to include fully up-to-date and cutting edge methodologies that bring most impact

ACHIEVEMENT AND STANDARDS – 2

Excellent and Outstanding Elements

- Pupils of all backgrounds make good progress
- Achieve well as recently more sharply focussed and successful action to accelerate progress
- Exceeded targets as result of recent focus
- Standards high and well above average
- Rigorous tracking and assessment – school is thus improving rate of progress for all groups
- No difference in relative attainment of any group

Specific Action:

1. Continue working with Infant School on entry levels
2. Schedule time in year group meetings to keep Target Tracker fully up to date and develop use of additional reports
3. All staff introduced to using average point score as a measure of progress
4. Pupil progress meetings held in year groups
5. Moderation with senior staff to include checking progress of individual pupils

PERSONAL DEVELOPMENT AND WELLBEING – 1

Excellent and Outstanding Elements

- Personal, spiritual, moral, social and cultural insights and values are developed extremely well encouraged through the pervading civilized ethos of the school
- Vibrancy of much of the curriculum
- Pupils extremely polite
- Socially very confident and articulate
- Express their views respectfully and with confidence
- Pupils express a deep loyalty to school
- Appreciate many opportunities and responsibilities they have – such as school council to influence development
- Behaviour is good
- Pupils feel safe and cared for
- Very good knowledge of importance of good diet and exercise in keeping healthy
- Unprompted – choose healthy food
- Participation in many sporting opportunities provided
- Imaginative activities – mini business venture

Specific Action:

Embed all aspects introduced over the last year, review annually and invite staff to develop areas of particular interest. Check against ECM grid each year.

QUALITY OF PROVISION – 2

Teaching and Learning - 2

Excellent and Outstanding Elements

- Lessons planned carefully
- Well disciplined environment
- Learning objectives clearly shared
- Teaches check on learning regularly
- Good progress in most lessons
- Effective use of interactive whiteboards – visual impact to ideas and explanations given
- Patient support and encouragement to those finding difficulty, building confidence
- High standard of personal development
- Best lessons have brisk pace, variety and challenge to invigorate learning
- Tasks matched well to ability assisting pupils to make good (and sometimes rapid) progress

Specific Action:

1. Make sure teachers don't talk too much
2. CPD: training on accelerated learning techniques
3. CPD: Features of outstanding learning
4. Focus monitoring on outstanding teaching and LEARNING aspects, adopt coaching and mentoring approach to sharing best practice

Curriculum and Other Activities - 1

Excellent and Outstanding Elements

- Exciting and well thought-out curriculum inspires learning
- Culturally diverse
- Meets the differing needs and interests of the pupils to an exceptional extent
- Well designed specialist rooms (e.g. music and art) invite creativity and provide a stimulating enjoyment
- Wide range of clubs and activities enrich learning
- ICT used well, effective links across subjects
- Very good opportunities to help pupils develop into well-rounded young citizens
- Wide ranging personal, social and health education programme contribute strongly to outstanding personal development

Specific Action:

1. Add a specialist laboratory for science
2. Add an additional IT suite
3. Build new gymnasium and kitchen
4. Update curriculum mapping annually
5. Keep 'School Aims and Vision Statement' at forefront of any decision to enhance provision
6. Estate development plan to keep learning opportunities at its heart

Care, Guidance and Support - 1

Excellent and Outstanding Elements

- Support agencies worked with closely
- Outstanding quality of care, guidance and support
- Safety well led
- Highly effective anti-bullying campaign
- Confidence in staff to resolve any difficulties
- Very thorough checks are made on pupil's progress over time
- Individuals or groups slipping back are quickly identified and given excellent support
- Children know their targets and the next steps they need to make in learning
- Care for children with particular challenges (e.g. vulnerable children) is exemplary
- Excellent, co-operative relationships with external support agencies

Specific Action:

1. Teachers continue to use TT data to identify and provide additional support for individuals and groups
2. Embed practice of target setting and EAL target setting introduced over last year

SEF

- Embed target setting and tracking in ICT
- Explore and introduce electronic progress updates for parents
- Introduce clear anti-drugs and alcohol awareness in curriculum mapping
- Continue to push and develop further enhancing opportunities for G+T pupils
- Embed new curriculum maps
- Investigate strengths of Personalisation by Pieces (Cambridge Education) for personalized learning

Leadership and Management - 2

Excellent and Outstanding Elements

- Clear direction from the headmaster
- Two, newly developed outstanding elements
- Newly re-structured leadership team empowered to share responsibility
- Impact of new roles beginning to be evident in pupil progress
- Good progress since last inspection
- Creative element of curriculum given importance whilst maintaining focus on raising standards
- Improved impact in quality of spiritual and cultural awareness
- Meticulous methods of analysis and checks on learning are significant factors which stimulate pupil's progress
- No group left behind
- Most parents extremely enthusiastic about the school
- Community cohesion is excellent
- Equal opportunities are promoted vigorously and all pupils are included fully
- Challenging whole-school targets are used well to lift achievement
- Governors fully involved and supportive
- School Improvement Plan and Self Evaluation Form identify the correct priorities
- This, and good start made by new team, as well as recent progress noted, indicate good capacity to improve further

Specific Action:

1. Time given to senior staff to fulfil monitoring, coaching and mentoring role
2. Staff involved in key improvement planning, self review and identifying CPD needs and personal development