

School Context	Roll: 520 PAN 530 Deprivation : 0.42	Attendance: 94.52% (96%) SEN: 29% [24% mainstream]	Pupil Premium: 44% No of EHCP 62	EAL: 40% IDACI 10th out of 32,844	MEG 64%
Key Issues from May 2018 inspection	KI 1 Raise outcomes for pupils, particularly across the wider curriculum KI 2 Strengthen the impact of leaders' actions on outcomes for pupils with a focus on PP children and for improvements in subjects				
OVERVIEW OF JUDGEMENTS					
ASPECT	STRENGTHS				NEXT STEPS
Quality of Education	The school has developed its own curriculum over the last four years and this is summarised in the annual bound copy for staff. This secures a high fidelity to the curriculum. Each subject undertakes systematic monitoring of the subject and governors receive regular reports on curriculum development. Assessments in every subject allow leaders to intervene where learning slows and leaders are improving this aspect. End points are clear as are expectations for children with SEND. The number of children who retain their taught content is increasing over the last two years. Inclusion for the 60 or more children with an EHCP is well developed and all children access the full curriculum offer. Curriculum sequencing is strong and leaders are adding further improvements to strengthen cohesion across separate subjects to ensure that children benefit from the very best that school can offer. The school will take on new subject leaders and there are well developed plans to induct them and continue to lead improvements in their subjects. Early reading remains an overarching priority and this is continued further up the school so that all children are deeply immersed in a range of poetry, fiction and non-fiction texts that the school has carefully chosen. The school has a number of specialist teachers and assistants who deliver adaptive teaching to meet the needs of the 50 children in the resource provision and leaders are developing the capacity for this expertise to be used across the wider school - this is already the case and leaders wish to improve this further.				Next Steps: <ul style="list-style-type: none"> • Provide high quality support for subject leaders to develop their subjects, and for teachers to deliver the curriculum • Improve cohesion across the subjects to further strengthen the curriculum offer • Intervene effectively when children do not retain taught content • Increase the number of children on track in foundation subjects • Improve the provision for children with SEND
Behaviour & Attitudes	Behaviour and attitudes are a strength across the school. Children respond to high expectations and disruptive behaviour is rare and dealt with effectively. Staff are well supported to deal with children's behaviour in a consistent manner using well established systems for rewarding positive behaviour and sanctioning negative behaviour. Suspensions are used where appropriate but are at an all time low. There have been no recent PEX. Persistent absence has not yet recovered to pre-pandemic				Next Steps: <ul style="list-style-type: none"> • Consolidate attendance improvements and reduce persistent absence • Improve anti-bullying strategy

	low and some children and parents report that they have been bullied. Children with SEND are very well supported to manage their behaviour.	
Personal Development	The school has a well organised and co-ordinated approach to PD centred around the school's motto, 'Be Your Best Self.' Children are well prepared for life in modern Britain. The school is working through an anti-racist strategy with the support of Leeds Beckett University and this is already delivering a shift in culture. There are many varied opportunities for children to extend their learning beyond the school day and beyond the school site. Leaders are effective in tracking this to increase access for underrepresented groups. There are well established links to the local community and the school embraces its diversity. Leaders are developing an overarching strategy to monitor the impact of PD so that all staff can deliver the very highest standards. Aspects of this are already exemplary and routinely shared.	Next Steps: <ul style="list-style-type: none"> • Develop an overarching strategy for personal development • Improve the monitoring of PD for impact • Deliver anti-racist strategy
Leadership & Management	Leaders have unerringly focused on professional development for staff involved in teaching and learning. This includes the continuous improvement of reading standards across the school. Leaders believe that reading is the key to unlocking the whole curriculum and prioritise all children securing this key. The introduction of the Masterclass in 2022 has ensured that support staff have access to high quality professional development. ECTs make very effective progress in the early stages of their career and very quickly deliver a shared ethos which is characterised by inclusion, ambition for all and a belief that all children can achieve. Governors are well informed on the school's progress, set challenging targets for the Head Teacher and monitor performance rigorously, including financial performance. Safeguarding arrangements are excellent and the school leads on safeguarding across the local area. There are rigorous systems for monitoring statutory requirements. The school has effective filtering and monitoring arrangements and will audit these annually from now on. Staff provide regular feedback on well-being and workload and leaders respond effectively to take account of the pressures that staff bear.	Next Steps: <ul style="list-style-type: none"> • Improve support for staff well-being • Further strengthen the school's excellent safeguarding response • Continue to develop the focus on improving curriculum delivery across all staff involved in teaching
Effectiveness of Early Years	Early years leaders support the wider effectiveness of the school by prioritising an effective start for children who often arrive with low starting points. Unlocking the phonic code is a priority as is widening children's vocabulary. The school plans very carefully for a wide range of experiences with a focus on developing interactions, communication and social development. Subject leaders determine prerequisite skills to ensure that children are ready to learn the schools' curriculum when they move to the next Key Stage. Children make rapid progress. Since the pandemic the number of children arriving with SEND has increased significantly and leaders have continued to support their needs.	Next Steps: <ul style="list-style-type: none"> • Improve the provision for children with low starting points and for children with SEND