

Beaver Road Primary School

Self-Evaluation Statement

January 2015

School name	Beaver Road Primary School	Headteacher	David How
School type	Academy		
Address	Beaver Rd, Didsbury, Manchester M20 6SX		
Telephone	0161 445 9366		
Email	admin@beaverroad-pri.manchester.sch.uk		
Website	www.beaverroad.org.uk		
DFE No. Ofsted URN	140314		
Number on roll	Nursery – Year 6: 710		
LA	Previously Manchester		
Religious character	n/a		
Last inspection	As Primary School (September 2011)		
Overall grading	Outstanding		

School Contextual details

This is a very large primary school, with nursery provision, in a suburban area of a large city.

60% of the pupils are White British, with the remainder coming from a wide variety of ethnic minority backgrounds. About a fifth of pupils speak English as an additional language.

The proportion of pupils who are known to be eligible for Pupil Premium is about half the national average of 26.6%.

The proportion of pupils who have special educational needs and/or disabilities is 2.3%, well below the national average.

The School has a 90 place part time Nursery with available wrap around provision.

The School converted to Academy status in November 2013.

Attainment on Entry

September 2014 pupils came in to the 3 Reception classes from 14 different settings.

Attainment on entry, as reported by the pupils' previous settings was:

Physical, Social and Emotional	61%
Communication and Language	61%
Reading	32%
Writing	51%
Number	57%
Shape, Space and Measure	40%

(% of pupils expected to have a Good level of development by end of Summer Term 2015 – Manchester Integrated Data Set 2014))

Summary Evaluation

The achievement of pupils is outstanding because....	The quality of teaching is outstanding because.....	Behaviour and safety of pupils are outstanding because..	Leadership and management are outstanding because.
<ul style="list-style-type: none"> o The learning, quality of work and progress of groups of pupils, (EAL, Pupil Premium) particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, show that they progress well. o Standards at the end of KS2 have been significantly above the national average for the past 5 years. o Standards in maths in KS2 have been significantly above average for 5 years. o Standards in both reading and writing in KS2 have been significantly above average for 3 of the past 4 years and standards in the SPAG test was significantly above average in 2013 and 2014. o KS1 standards have been significantly above for 4 of the past 5 years. o Progress through KS2 as measured by value added data has been significantly above average for the past 3 years. This now puts the school in the top 15% nationally in terms of progress made in KS2 o The percentage of pupils making 2 or more levels of progress was significantly above for reading, writing and maths. 	<ul style="list-style-type: none"> o All teaching is good with a significant proportion being outstanding. o The very high quality of teaching is a great strength of the School and it makes an excellent contribution to standards of achievement and pupils' progress. o The teaching of reading, writing, communication and mathematics is very effective. o Teaching promotes resilience, confidence and independence in pupils. o Teachers use observation, conversation and questioning well during lessons to monitor evaluate and review their teaching and learning strategies to ensure that the meet well the needs of individuals and groups. o Teachers effectively plan the curriculum to build on what has gone on before and finding out what the children already know. o Teachers use assessment to inform the lessons they teach. o Excellent intervention and support ensures that pupils with special needs make outstanding progress in lessons. o Teachers' levels of expertise are very good enabling them to be flexible in lessons and move away from the plan if the needs justify. 	<ul style="list-style-type: none"> o The overwhelming majority of all pupils' behaviour is outstanding and it is a great strength of the School. This makes a very significant contribution to the excellent ethos for learning. o Pupils' attitudes towards learning and the high standards of their behaviour in lessons is an outstanding factor in their successful learning. o Pupils' behaviour and attitudes towards others are outstanding. They treat each other well at all times. o Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. o The School is a harmonious, community where people from different faiths and social backgrounds get on well together, care for one and other and learn well to respect differences. o Bullying is not tolerated and on any very rare occasions it happens, quick and effective action is taken by the staff to deal with it. o All groups of pupils feel safe at School and understand what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. 	<ul style="list-style-type: none"> o The Headteacher supported by a very effective Deputy Head and School Leadership Team of 4 Assistant Headteachers, successfully provide the School with strong and effective leadership based on a clear vision for the future. o This high quality leadership ensures that children behave well and that they are safe in School. o Challenging targets are set each year for pupils' attainment and progress and in all areas of the School's work. These are carefully monitored and used as important means of judging the School's success. o The Headteacher, governors and school leadership have a secure overview of the School strengths and areas for development, based on a very effective strategy for self-evaluation. o Financial planning and financial management under the direction of a highly effective School Business Manager are efficient and great care is taken to use all resources efficiently, effectively and economically to raise standards and improve progress. o The School's arrangements for safeguarding pupils meet all statutory requirements in full and they are very effective in providing an environment in which children thrive and do well.
To remain outstanding we need to....	To remain outstanding we need to....	To remain outstanding we need to....	To remain outstanding we need to....
<ul style="list-style-type: none"> o Ensure that our Pupil Premium children are both attaining and achieving at levels beyond those of comparable children nationally 	<ul style="list-style-type: none"> o Improve the already substantial proportion of all lessons that are Outstanding 	<ul style="list-style-type: none"> o Ensure that there is zero tolerance of any low level disruption to learning 	<ul style="list-style-type: none"> o Continue to raise the leadership potential and leadership capacity of staff at all levels of the School organisation

Overall effectiveness

This is a very effective School which uses all its resources efficiently, effectively and economically to provide an outstanding education for all its pupils. Standards have been high for some time and all the indicators tell us that pupils achieve very well and make outstanding progress.

ACHIEVEMENT	
Achievement is outstanding because...	To remain outstanding we need to
Standards	
<p>Key Stage 2</p> <ul style="list-style-type: none"> • Standards at the end of KS2 have been significantly above the national average for the past 5 years. In 2014 they were significantly above the national average by 1.8. • In 2014 the percentage attaining L4+ in maths (90%) was above the national average by 4%. The percentage attaining a good level 4 (4b+) was 85% which was significantly above the national average by 9%. The percentage attaining L5+ (58%) was significantly above the national average by 17%. The percentage attaining L6 (18%) was above the national average of 9%. • In 2014 the percentage attaining L4+ in reading (96%) was significantly above the national averages by 7%. The percentage attaining a good L4 (L4b+) was 90% and significantly above the national average by 12%. The percentage attaining L5 (66%) was significantly above the national average by 17%. 0% of pupils attained Level 6. • In 2014 the percentage attaining L4+ in writing (92%) was above the national averages by 7%. The percentage attaining L5 (51%) was significantly above the national average by 18%. 9% attained Level 6. • In 2014 the percentage attaining L4+ in SPAG (90%) was significantly above the national averages by 14%. The percentage attaining a good Level 4 (L4b+) was 87% and significantly above the national average by 18%. The percentage attaining L5 (69%) was significantly above the national average by 17%. 7% of pupils attained Level 6. <p>Key Stage 1</p> <ul style="list-style-type: none"> • KS1 standards have been significantly above for 4 of the past 5 years. The overall points scores for 2014 was 16.6 which were significantly above the national average by 0.7. • The 2014 levels in Reading was above the national average at L2c+ (94%) by 4%, were above 	<ul style="list-style-type: none"> • Rigorously track progress at School Leadership level (DHT and AHTs) to ensure that standards are raised to beyond national expectation.

<p>the national average at 2B+ (85%) by 4% and just above the national averages at L3 (39%) by 8%.</p> <ul style="list-style-type: none"> • In Writing the results were significantly above the national average at L2c+ (90%) by 4%, just above the national average at 2B+ (78%) by 8% and above the national average at L3 (19%) by 3% • In Mathematics the results matched the national average at L2c+ (90%), above the average at 2B+ (88%) by 8% and above the national average at L3 (29%) by 5%. • <p>Year 1 Phonics Check</p> <ul style="list-style-type: none"> • There were 89 pupils in the cohort with 80% achieving the expected standard. This was 6% above the national average of 74%. • Of the 44 boys in the cohort 70% achieved the expected standard which matched the national average. • Of the 45 girls in the cohort 89% achieved the expected standard which was 11% above the national average. 	
Progress	
<ul style="list-style-type: none"> • Taking account of their different starting points, the proportions of pupils making and exceeding expected progress compare favourably with national figures. Where the proportion making expected progress overall is lower than that found nationally, it is improving over a sustained period. • Progress across year groups in a wide range of subjects is consistently strong and evidence in pupils' work indicates that they achieve well. • The overall progress for all subjects made by pupils in 2014 using the value added score was 101.1 which were significantly above the national expectation. This now puts the school in the top 15% of ranking in terms of progress between KS1 and KS2. The position has been excellent over the past 3 years. 96% coverage means that 4% of KS1 results of pupils who took the 2013 SATs were not known. • The progress made by pupils in maths in 2014 using the value added score was 101.2 and was significantly above the national average. This now puts the school in the top 18% of ranking in terms of progress between KS1 and KS2. The position has been excellent over the past 3 years. 96% coverage means that 4% of KS1 results of pupils who took the 2013 SATs were not known. • The progress made by pupils in reading in 2014 using the value added score was 100.9 and was significantly above the national expectation. This now puts the school in the top 17% of ranking in terms of progress between KS1 and KS2. The position has improved compared with 	<ul style="list-style-type: none"> • Improve value added outcome for reading.

<p>2013. 96% coverage means that 4% of KS1 results of pupils who took the 2013 SATs were not known.</p> <ul style="list-style-type: none"> The progress made by pupils in writing in 2014 using the value added score was 101.0 and was significantly above the national expectation. This now puts the school in the top 16% of ranking in terms of progress between KS1 and KS2. The position is similar to the 2013 position. 96% coverage means that 4% of KS1 results of pupils who took the 2013 SATs were not known. 	
<p>Groups</p>	
<p>KEY STAGE 2</p> <ul style="list-style-type: none"> The performance of the boys was above the girls for the combined maths, reading and writing by 0.5 and well above boys nationally by 2.3. Girls were above girls nationally by 1.4. The performance of the our 15 FSM pupils was well below our non FSM pupils for the combined maths, reading and writing by 6.5 and well below other FSM pupils nationally by 2.1. The performance of the 21 EAL pupils was well below our non EAL pupils for the combined maths, reading and writing by 3.4 and below other EAL pupils nationally by 0.4. The performance of the our 6 SEN (SA and SA+) pupils was below our non SEN pupils for the combined maths, reading and writing by 8.7 and well below other SEN pupils nationally by 2.2. Reading of the 15 pupils entitled to FSM 93% made at least 2 levels of progress through KS2 compared with 99% of our non-FSM pupils and compared with 92% nationally. 21% of our FSM pupils made more than 2 levels of progress compared with 44% of our non-FSM pupils and compared with 34% nationally. Writing of the 15 pupils entitled to FSM 86% made at least 2 levels of progress through KS2 compared with 97% of our non-FSM pupils and compared with 94% nationally. 29% of our FSM pupils made more than 2 levels of progress compared with 51% of our non-FSM pupils and compared with 34% nationally. Maths of the 15 pupils entitled to FSM 86% made at least 2 levels of progress through KS2 compared with 96% of our non-FSM pupils and compared with 91% nationally. 29% of our FSM pupils made more than 2 levels of progress compared with 61% of our non-FSM pupils and compared with 38% nationally. <p>KEY STAGE 1</p> <ul style="list-style-type: none"> The performance of the boys was below the girls overall by 1.0; but was above boys nationally by 0.6 with girls being above other girls nationally by 0.7. Our 13 FSM pupils performed below other FSM pupils nationally by 1.4 overall; they were below other FSM nationally in reading by 0.9; were below others in writing by 0.7; and were well below others in mathematics by 2.5. Our 14 EAL pupils performed below other EAL pupils nationally by 0.9 overall; they were below other EAL nationally in reading by 0.5; were below others in writing by 1.0; and were below 	<ul style="list-style-type: none"> Continue to provide high quality interventions to provide FSM pupils the opportunity to 'close the gap' in terms of attainment.

<p>others in mathematics by 1.1.</p> <ul style="list-style-type: none"> • Our 3 SA or SA+ pupils performed at 4.0 below our non SEN pupils and performed at 0.1 above other SEN pupils nationally. • The term of birth was not significant because Autumn born pupils' performance was above Summer born pupils by no more than is noted nationally. 	
Reading	
<ul style="list-style-type: none"> • The teaching of reading and literacy is very good and ensures that standards in reading are high. It is strength of the School. Reading is given a very high priority and our strategy is successful. At every stage pupils' reading is taught well and a very large majority of pupils become good readers for their age and ability. • Reading is given a high priority in school to ensure that every child becomes a proficient reader. • In the EYFS and KS1 a wide and appropriate range of reading strategies, including synthetic phonics, are used. Skills for reading are embedded through pupils experiencing enriched daily reading practice. Talk for Write begins in Reception classes. • Pupils read widely and often. Attainment in reading at KS1 is significantly above national averages at 2a+ and 3+. Only a very small number of pupils do not reach national expectation in reading. 	
Basic Skills	
<ul style="list-style-type: none"> • Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment. • Pupils learn exceptionally well and as a result acquire knowledge quickly and in depth and are developing their understanding rapidly in a wide range of different subjects across the curriculum, areas of learning in the Early Years Foundation Stage. • Pupils develop and apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills across the curriculum that will ensure they are exceptionally well prepared for the next stage in their education. 	

TEACHING	
Teaching is outstanding because.....	To remain outstanding we need to...
Expectation	
<ul style="list-style-type: none"> Teaching is outstanding because teachers have high expectations of pupils. This is seen in lesson planning where there is clear differentiation for all groups of learners. Tasks are challenging and more able pupils are given additional challenges to ensure that they make rapid progress. The teaching of maths from Year 4 to 6 ensures that all pupils are taught at the appropriate level. Teachers plan the curriculum to build on what has gone on before and finding out what the children already know. This ensures that inconsistencies in understanding are identified and addressed, and that when pupils are secure in their knowledge they are moved on swiftly. 	<ul style="list-style-type: none"> Ensure that the level of expectation and learning tasks remains high throughout lessons, so that more able pupils are consistently being challenged.
Expertise	
<ul style="list-style-type: none"> Teachers have excellent subject knowledge which challenges and often inspires pupils. Resources including new technology make a marked contribution to the quality of learning as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and plan effectively to build on these. Teachers' professional expertise is very good across the curriculum and in all key stages. Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use their expertise very effectively to deepen pupils' knowledge and understanding and to teach them the skills needed to learn for themselves and become increasingly independent learners. Teaching consistently deepens and improves pupils' knowledge, skills and understanding and focuses on the important key skills that children need to thrive and do well. Teaching of reading, writing, communication and mathematics is very good across the school. In EYFS, KS1 and KS2 the use of a very effective range of teaching styles and strategies in lessons across the School sustains pupils' concentration and motivates their learning. In EYFS, KS1 and KS2 pupils are given responsibility for their own learning and they are fully involved in assessment and target setting. This involvement makes a very good contribution to our ethos and to the quality of our provision. 	<ul style="list-style-type: none"> Ensure that all staff are confident and comfortable with the proposed changes to the new National Curriculum, Assessment and Reporting. Ensure all staff are confident and comfortable with the enhancing and enriching Learning Challenge curriculum

Strategies	
<ul style="list-style-type: none"> • Teaching assistants make a strong contribution to the high quality of teaching and learning. Teaching assistants are used effectively to deliver classroom support and intervention programmes that contribute to high standards and achievement. • Appropriate, regular home learning is set to enhance the quality of learning. • Children with SEN are supported by a high adult child ratio. This approach has had a highly positive impact on the results. Pupils with SEN are well supported both in and out of lessons. The good level of differentiation ensures that School Action pupils have work that is well matched to their needs and make good progress. Pupils with a statement of SEN are supported by high-quality, well-trained teaching assistants who provide exactly the right balance between support and letting the pupil do the work for themselves. The progress of these pupils is very good as a result. 	<ul style="list-style-type: none"> • Ensure that all TAs are strong enough to provide different levels of appropriate and effective support to all pupils.
Basic skills	
<ul style="list-style-type: none"> • In EYFS, KS1 and KS2 pupils are given responsibility for their own learning and they are fully involved in assessment and target setting. This involvement makes a very good contribution to our ethos and to the quality of our provision. As a result progress is outstanding in reading, writing and mathematics. These skills are used consistently across the curriculum so that pupils become secure in applying their skills in new situations. Research skills are developed particularly well through the topic based approach. • The teaching of reading and literacy is good. It is strength of the School. Reading is given a very high priority and our strategy is successful. At every stage pupils' reading is taught well and a very large majority of pupils become good readers for their age and ability. • Reading is given a high priority in school to ensure that every child becomes a proficient reader. • In the Early Years Foundation Stage and KS1 a wide and appropriate range of reading strategies are used including synthetic phonics. 	<ul style="list-style-type: none"> • Ensure that Reading, Writing and Mathematics continue to be seen as fundamental to every pupil's success • Ensure that the greater emphasis on speaking skills is reflected in both planning and at classroom level
Motivation and Enthusiasm of Pupils	
<ul style="list-style-type: none"> • Lessons observations have shown that pupils concentrate exceptionally well in lessons because they are interested and motivated to learn. This is because teachers plan activities that build on pupils' prior knowledge and they incorporate children's interests into the planning. Talk for write has had an impact on pupils writing and their love of writing. They are motivated and keen to participate in these writing activities and this is therefore having an impact on their progress. 	<ul style="list-style-type: none"> • Ensure that all our children continue to have a love of learning and a thirst for knowledge.

<ul style="list-style-type: none"> Pupils often work in Kagan groups for a variety of lessons, this enables them to work together and collaborate. Where and when Kagan approaches have been used successfully they have resulted in lessons being graded as 'outstanding'. 	
Feedback and Questioning	
<ul style="list-style-type: none"> We encourage pupils to ask questions to foster their curiosity and enthusiasm for learning. Questioning and discussion promote learning with notable impact on the quality of learning. Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning. The marking policy ensures that constructive feedback is regularly given to a pupil which is of high quality, leading to high levels of engagement and interest. As a School we have timetabled a period of time for children to Review and Reflect on their learning. Regular feedback is given to all pupils during the teaching and learning process as part of an on-going, high quality, learning dialogue between the teachers, support staff and pupils, this ensures pupils know how well they are doing and what they need to do next to improve. 	<ul style="list-style-type: none"> The quality of teacher modelling of questioning in order for pupils questioning skills to be enhanced should be further enhanced. The effort that pupils make and the resilience they show to be recognised, supported, encouraged and rewarded
Assessment	
<ul style="list-style-type: none"> The School has a very effective policy and strategy for assessing, recording and reporting pupils' progress that meets the needs of all pupils including those with special educational needs. A focus on assessment for learning has had a positive impact on teachers' planning which is clearly focused on learning outcomes and success criteria. Pupils benefit from shared understanding of objectives and the increased use of self and peer evaluation. The School Assessment Policy is used well by all staff to set challenging tasks and targets for learners and to explain to learners what they need to do to improve. Self and peer assessment has strengthened pupils' knowledge and understanding of what the next steps are in their learning and pupils are able to articulate these. The School's processes for assessment for learning are robust with internal moderation of teacher assessment informing pupil attainment which is tracked and analysed to identify under achievement in reading, writing, maths and science. This informs the intervention provision map for reading, writing and maths. Individual targets in English and maths are shared with pupils. They make explicitly clear pupils' next steps for learning. 	<ul style="list-style-type: none"> Ensure that our new and developing assessment systems are appropriate to the new curriculum and continue to effectively enhance pupils' learning through accurate identification of both pupils' attainment and their learning needs.

Overall Impact	
<ul style="list-style-type: none"> • A substantial majority of teaching in Foundation Stage, KS1 and KS2 ranges is at least good. There is significant evidence of outstanding teaching in both Key Stages. • Teaching in the Early Years Foundation Stage, KS1 and KS2 promotes excellent development of pupils' spiritual, moral, social and cultural education. 	<ul style="list-style-type: none"> • Ensure that there is zero tolerance for any teaching that is less than good.

BEHAVIOUR AND SAFETY	
Behaviour and safety are outstanding because.....	To remain outstanding we need to...
Attitudes	
<ul style="list-style-type: none"> • Pupils arrive at lessons keen to learn. They get straight down to work and concentrate for the whole lesson. They are keen to tackle challenging problems and work exceptionally well both independently and in groups. Through the use of Kagan, children work exceptionally well as a group. They listen well to each other's views but are keen to challenge each other in a constructive and supportive manner. • Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. The excellent behaviour of pupils makes a very important contribution to the excellent ethos of the School. Pupils get on very well together in lessons and at social times and these good relationships underpin learners' achievement and progress. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. There is no disruptive behaviour and so pupils' learning and progress is very good. Learners support each other and show high levels of concern and care for others. Pupils are polite, kind, well-mannered and cheerful. • Their' attitudes towards learning and the high standards of their behaviour in lessons is an outstanding factor in their successful learning. The excellent behaviour of pupils makes a very important contribution to the ethos of the School. • The School is a harmonious, community where people from different faiths and social backgrounds get on well together, care for one and other and learn well to respect differences. The School Council and circle time provide all pupils with an excellent opportunity to take responsibility and participate in decision making. The outcomes contribute to the quality of teaching, learning and curriculum. This process is a valuable part of our ethos. 	<ul style="list-style-type: none"> • Ensure that all our children continue to have a love of learning and a thirst for knowledge so that it is impacting on the progress they make.

Views	
<ul style="list-style-type: none"> • Parents, carers, staff and pupils are highly positive about behaviour and safety. • Through formal consultations and through personal contact, parents tell the Headteacher that they are pleased with the high standard of pupils' behaviour. They also believe that School is a safe place for their children. Pupils say that others behave very well and that they feel safe in School. 	<ul style="list-style-type: none"> • Ensure that we continue to listen to our parents and to take account of anything reasonable that they recommend.
Behaviour Management	
<ul style="list-style-type: none"> • The overwhelming majority of all pupils' behaviour is outstanding and it is a great strength of the School that makes an excellent contribution to the excellent ethos for learning. • Their behaviour is exemplary both in and out of lessons and they show a level of maturity beyond their years. There have been no permanent exclusions for the past eight years. • There are excellent improvements of behaviour over time for individuals with particular behaviour difficulties. Pupils with severe behaviour difficulties have individual behaviour plans which support them, particularly in their times of 'crisis'. On the rare occasion when pupils need to have additional interventions concerning their behaviour, we access external services such as EPS. Should this be the case, parents are partners in the support the School offers. Thus the needs of vulnerable children are assessed and individuals are provided with tailored support. • As stated in the last Ofsted report 'the excellent behaviour' means no teaching time is wasted on classroom control'. Recent lesson observations confirm this high standard of behaviour is still very evident. • We have a strong Behaviour and Anti-Bullying Policy which all staff follows and is reviewed annually by Governors. • The School's Behaviour Policy clearly states expectations of all pupil behaviour together with the resultant consequences and sanctions, provides an ethos where positive role models are praised and good behaviour reinforced and rewarded. • Staffs are consistent in their approach towards the behaviour and personal development of all children in their care. • Pupils have a good understanding of the Behaviour policy and the way in which it operates and respond positively to the consistent approach by staff. The success of the Behaviour policy is shown through the rarity of exclusions. 	<ul style="list-style-type: none"> • Ensure that we continue to engage all our pupils, even those that are challenging.

Bullying	
<ul style="list-style-type: none"> • Pupils demonstrate a marked aversion to any kind of discrimination and are quick to challenge it, either themselves, or by contacting a member of staff. An effective Anti-Bullying Policy and strategy protects pupils from bullying. Bullying is not tolerated and on any very rare occasions it happens, quick and effective action is taken by the staff to deal with it. All groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. • Groups representing a wide range of pupils are confident that issues they raise, including a rare instance of bullying will be dealt with promptly and effectively by the School. Due to the School having a highly effective approach to tackling bullying, pupils actively try to prevent it from occurring. • There are very few reports of bullying in School. Any incidents are fully investigated and dealt with promptly. Parents are informed of any serious incidents and every effort is made to resolve differences and steps are taken to ensure channels of communication are kept open for as long as it takes for the matter to be resolved. In this School there is zero tolerance towards harassment, racism and bullying. 	<ul style="list-style-type: none"> • Continue with our present policies.
Safety	
<ul style="list-style-type: none"> • Pupils make a very positive contribution to a well ordered, safe school. Pupils know the importance of feeling safe and happy in School. This includes the use of the Internet. The Internet user policy is regularly updated and again children are invited to sign an acceptable use agreement. As a result pupils are aware of the dangers of the internet and are happy to share any rare incidents of inappropriateness with staff. We participate in the annual e-safety week, including theatre groups attending to explore issues. We have held an E Safety presentation for parents and information is on the school website. We have held full training on e-safety for all staff and Governors. • Pupils have an excellent understanding about what constitutes unsafe situations. They maintain a well-tuned perspective on their own safety and that of others. 	<ul style="list-style-type: none"> • E-Safety update for all staff in the light of new applications of social media and their potential harmful effect on pupils' wellbeing. • E-Safety forms part of every Year Group's Computer Education • Espresso is purchased to provide a safe search engine for use within School and at home
Attendance and Punctuality	
<ul style="list-style-type: none"> • Almost all pupils' attendance is excellent (96.9%) and it is better than the national average. Punctuality is also very good. 	<ul style="list-style-type: none"> • Reduce the proportion of pupils who are absent or late.

LEADERSHIP AND MANAGEMENT

Leadership and Management are outstanding because.....	To remain outstanding we need to....
Drive	
<ul style="list-style-type: none"> The Headteacher is a National Leader of Education. He is supported by a very effective Deputy Headteacher. Together with the School Leadership Team they successfully provide the School with strong and effective leadership based on a clear vision for the future. They are ambitious for the School and are committed to securing the highest standards and to continuous improvement in all areas of the School's work. This results in high expectations and the setting of challenging targets at all levels. Four very effective Assistant Headteachers all of whom are high quality classroom practitioners, have significant responsibilities for teaching and learning standards throughout the School. Subject Leaders for English, Mathematics, History, Geography and Religious Education, Science, Computational Thinking and Modern Foreign Languages were appointed in September 2014. A Subject Leader for Music has been in place since September 2013. All Subject Leaders are high quality classroom practitioners. The Headteacher, Deputy Headteacher, Assistant Headteachers, Team Leaders (for Years 5, 3, 1 and Nursery) and Governors demonstrate high levels of ambition for pupils and improvements in their achievement through the vision and commitment set out in the Schools Statement and in School policies. This is reinforced by their commitment and hard work to ensure that all pupils benefit from an excellent education. The Assistant Headteachers are participating in nationally accredited leadership programmes. They support the Headteacher and Deputy in ensuring the ethos of the School is sustained throughout their Phases. 	<ul style="list-style-type: none"> Continue to recruit teachers, at all levels, who demonstrate potential to be future School Leaders.
Impact on Teaching and Learning	
<ul style="list-style-type: none"> Challenging targets are set each year for pupils' attainment and progress and in all areas of the School's work. These are carefully monitored and used as important means of judging the School's success. The Headteacher, Deputy Headteacher and Assistant Headteachers, supported by Team Leaders and Subject Leaders are successful in monitoring, evaluating, reviewing and improving teaching and learning. Leaders demonstrably work hard to monitor, improve and support teaching. Teaching quality is sustained at a high level. 	<ul style="list-style-type: none"> Ensure that the School appraisal system continues to both challenge staff and support them in providing the best possible teaching and learning for all children.

<ul style="list-style-type: none"> The Headteacher provides outstanding opportunities and support for staff development. All staff are encouraged to engage with both internal and external opportunities for professional enhancement. 	
Self-Evaluation	
<ul style="list-style-type: none"> The Headteacher, Governors and School Leadership Team have a secure overview of the School strengths and areas for development, based on a very effective strategy for self-evaluation and they ensure that these are incorporated in the School Improvement Plan (known as School Improvement Priorities). Each year the School Improvement Priorities, based on the outcomes of the self-evaluation process that engages staff at all levels and Governors, identifies the key areas for action. These are communicated to all teaching and non-teaching staff in the Teaching and Learning booklet distributed to all staff. The budget is targeted on the educational priorities and each year it is carefully balanced. Financial planning and financial management are very efficient and great care is taken to use all resources effectively and economically to raise standards and improve progress. An excellent self-evaluation strategy has been put into place to ensure continuous, effective monitoring evaluation and review. The educational priorities for improvement and raising standards are identified and agreed by the governors. The School Improvement Priorities (SIP) document is written each year to deploy the budget and resources to address the educational priorities that will bring about progress and improvement for pupils. The very high quality of leadership provided by the Headteacher, Deputy Headteacher, Assistant Headteachers together with Team Leaders and Subject Leaders, ensure that strategies for School improvement are very effective. The School Leadership ensures excellent capacity and capability for sustaining improvement. School Leaders planned actions, based on accurate self-evaluation to overcome weaknesses, have been concerted and effective. 	<ul style="list-style-type: none">
Governance	
<ul style="list-style-type: none"> Governors are fully involved in the life and leadership of the School and have an impact on outcomes. They are aware of the strengths and weaknesses of the School in particular through the very effective work of the Curriculum and Finance and Staffing committees. Challenging targets are set each year in all areas of the School's work. These are agreed by the Governing Body and then are carefully monitored and used as important measures for judging the School's success. 	<ul style="list-style-type: none"> Ensure that the Governing Body has a representative number of committed members able to collectively bring a full range of skills to the leadership of the School.

<ul style="list-style-type: none"> • The Governing Body has a high level of professional expertise. All are utilised to good effect as a matter of routine. • Governors meet their statutory responsibilities. They are pro-active and committed to the School aims as evidenced in their support of agreed School policy and procedures. • The Governing Body is well-organised and thorough in its work and carries out its monitoring role through: sub committees, full Governing Body meetings and Governors link with key subject and phases of the School. All governors use this membership to scrutinise the work of the school. • Governors ensure the budget is targeted on the educational priorities. Each year the budget is carefully balanced to ensure that money is spent wisely. The Governors involvement in financial planning and financial management ensures great care is taken to use all resources efficiently, effectively and economically thus meeting the requirements for FMSiS and Best Value. • Governors ensure Performance Management has been successfully implemented and has strong links to School Improvement Priorities. Governors diligently complete the Performance Management process for the Headteacher with the guidance of an external consultant. 	
Curricular impact	
<ul style="list-style-type: none"> • Teachers plan the curriculum to build on what has gone on before and finding out what the children already know. Research skills are developed particularly well through the topic based approach. • The School's curriculum: provides highly positive, memorable experiences and rich opportunities for high quality learning; has a very positive impact on all pupils' behaviour and safety; and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development. • The curriculum is bespoke to the School and developed around the needs and experiences of our children. The curriculum has vastly improved since the previous inspection and is underpinned by clear basic skills, with clear continuity and progression. At the heart of the curriculum is the need to provide children with real, first hand experiences to enrich and stimulate further learning. As a result, children enjoy a stimulating and memorable curriculum which is underpinned by high standards. 	<ul style="list-style-type: none"> • Ensure that the School's curriculum embodies the national curriculum and the enhanced Learning Challenge curriculum, thereby meeting its commitment to Excellence and Enjoyment.

<ul style="list-style-type: none"> • Social, moral, spiritual and cultural is well embedded and underpins all of the School's work. Within the curriculum, opportunities for cultural diversity, community cohesion and citizenship are sought. The impact of this is that children have a much greater awareness of cultures other than their own. 	
Parents	
<ul style="list-style-type: none"> • The School has many successful strategies for engaging with parents and carers. The School is committed to parental involvement. The School places high priority on seeking the views of learners, parents/carers and other stakeholders. We are a listening school in which the views of the School community are valued and contribute to school improvement. E.g. School Council whose members regularly consult with their constituents. • The School launched a high quality website in February 2014 designed to provide full and up to date information to parents and carers and other adults interested in the School. 	<ul style="list-style-type: none"> • Create opportunities within school for Parents to engage in their children's learning of the new Curriculum. • Ensure all parents are aware of the opportunity created by the purchase of the Espresso licence, to engage with their children in on-line work at home.
Safeguarding	
<ul style="list-style-type: none"> • The School's arrangements for safeguarding pupils meet all statutory requirements in full and they are very effective in providing an environment in which children thrive and do well. • 3 senior members of staff have all successfully completed Safer Recruitment courses. • The principles of The Children Act underpin all our work to ensure that in all we do children flourish in a supportive environment for learning. The School's arrangements for safeguarding pupils meet statutory requirements and give no cause for concern. • School Leaders have implemented effective procedures for the safeguarding of pupils and have successfully met all current government requirements, for example, child protection procedures, risk assessment and critical incident plan. All staff are fully trained in safeguarding and safeguarding is a major part of all new staff induction procedures. • There is a single central record of the checks made which is kept up-to-date and meets fully all statutory requirements. Safety and security checks are carried out in line with DCSF requirements and records are kept. There is a high number of staff with appropriate training in first aid and recognised qualifications. 	<ul style="list-style-type: none"> • Continuing and continuous vigilance in all matters related to safeguarding.