

SECTION 1: Quality of Education = (1) Outstanding

Outstanding

- The school meets all the criteria for a good quality of education securely and consistently.
- The quality of education provided is exceptional.

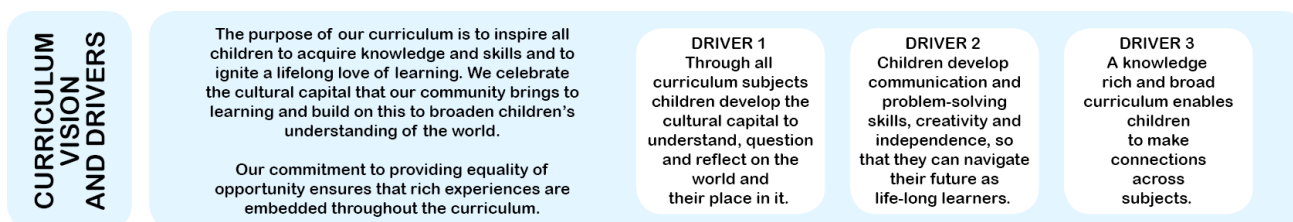
In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Evidence Base :

- Data Pack
- Monitoring and Feedback Summary
- Appraisal Cycle
- T&L Review Days Feedback
- External Feedback

Curriculum Intent



Our curriculum drivers and teaching principles underpin our exceptional offer. Our curriculum and high-quality teaching ensure that pupils are challenged at all levels. Our knowledge curriculum is broad and balanced and goes beyond the national curriculum; pupils build on their understanding from Early Years across the key stages in well-planned sequential lessons and schemes of work. Knowledge and skills are built upon year on year and teachers are clear on expectations for each subject in the curriculum. We provide opportunities for pupils to dive deeper into learning and aim high in both the acquisition of powerful knowledge and skills and their future aspirations. This is evident in the high-quality work they produce and outcomes at each stage of the school.

All pupils are provided with opportunities to develop their cultural capital through enrichment experiences, where appropriate this is targeted to ensure equality of opportunity. Pupils demonstrate a commitment to their learning; they have high expectations of themselves and recognise and celebrate their own successes.

The curriculum acknowledges and explores the local area as well as the diverse communities and cultures beyond the locality. The school ensures differences are acknowledged through skilful planning and tailors learning through use of scaffolding where needed, thereby allowing pupils to access work at an appropriate and challenging level that is suitable for them. The SEND and Inclusion Team provide expertise in ensuring the curriculum is accessible to all through joint planning, individualised learning and adaptive curriculum plans. Where individualised learning is required, staff are able to construct a broad rich curriculum to engage and challenge children with a range of additional needs.

We have embedded a programme of enrichment by providing all disadvantaged and SEND pupils with enriching experiences e.g. passports to broaden their horizons throughout their school journey from Foundation Stage KS1 to KS2. Targeted opportunities are provided for pupils to close the gap for those who are disadvantaged.

The curriculum is carefully designed to create links between subjects and develop depth. Links are signposted on curriculum planning documents so that connections can be made explicit to pupils. Critical thinking and problem solving are embedded via curriculum plans and developed effectively through the Philosophy for Children programme. Developing oracy skills is a focus across all year groups and rich conversation is prioritised in lessons and throughout the school day. All foundation subjects are valued and are given sufficient time and prominence to promote depth and breadth.

Curriculum Implementation

Careful curriculum mapping in the long/medium and short term ensures clear progression of skills, increased knowledge and continuity across year groups and key stages. This detailed planning allows adequate time for pupils to practise and apply new skills, embed knowledge and progress through the curriculum at an appropriate pace. Opportunities for creativity and flexibility in planning are identified within MTP (Medium Term Planning) through a range of teaching approaches.

The curriculum is designed by leaders to build and develop knowledge and skills across and within year groups. Subject leaders are acutely aware of the progression of their subject across the school and use this to inform their planning and overviews. Subjects are planned to give pupils the tools necessary to develop their subject discipline aspirations. All subject leaders have strong subject and pedagogical knowledge. They have ownership over their curriculum areas; monitoring processes support strategic CPD e.g., working with staff to improve and develop their subject knowledge further which in turn develops the quality of teaching and learning for all.

Teachers keep abreast of curriculum developments and implement strategies to improve practice and to meet the needs of our pupils more effectively. Through effective professional development, these improvements are embedded across the school. Lesson planning is based on accurate, frequent and rigorous assessments so as to meet the needs of all children including the most and least able. Planning effectively delivers the dynamic, broad and relevant curriculum we have devised for our children.

Our children develop skills, extend their knowledge and improve their understanding in all subjects. Effective pupil groupings in key year groups mean that children are taught on a 1:20 ratio or a 1:12 ratio. As a consequence of the system with which we organise our teaching staff, we maximise the support we are able to offer the children in not only accessing the curriculum but ensuring their rapid progress as well.

Teaching Assistants are deployed effectively, and they ably support children's learning through a combination of individual and small group interventions alongside time spent supporting children in class.

Teaching in all subjects is consistently good or better. Effective questioning is embedded and used to elicit accurate starting points, pupils are given opportunities to engage in active learning and misconceptions within learning are addressed verbally and through direct teaching and targeted marking. The effective teaching of key ideas and knowledge encourages pupils to work independently and navigate their own learning.

Pupils respond enthusiastically to feedback, including oral feedback, written feedback and during one-to-one dialogue with adults. The school has a clear feedback policy and guidance which ensures that all pupils' work is marked to a consistently high standard. As a result, pupils can confidently talk about their targets, know their next steps, and are able to develop independent learning skills. A range of assessment for learning strategies are embedded so that assessment prior to the lesson is acutely matched to children's starting points. Retrieval activities are embedded throughout the curriculum to ensure that misconceptions are addressed, and knowledge is 'sticky'. Learning is committed to long term memory through consolidation, retrieval and revisiting over time. 93% responded that teachers help children to do their best (Children's SIP 2022).

Curriculum Impact

Our pupils join with skills well below those of other pupils nationally and they make progress across the school, because of our excellent curriculum provision and teaching, to achieve outcomes in line with or exceeding national norms on leaving.

Work in pupils' books alongside outcomes at KS1 and KS2 clearly demonstrate that children's knowledge and understanding is checked systematically and effectively in lessons. Sharply focused and timely support and intervention have a notable impact on the quality of learning. Editing, refining and improvement is well mapped into learning journeys and pupils clearly demonstrate growth in confidence and understanding of their learning, this is seen in their books and through the questions they ask/answer in class. All results demonstrate expected or better progress from all pupils across the key stages, including SEND. Pupils at low starting points make accelerated progress compared to their peers nationally to meet national expectations. Targets in pupil progress meetings are met on a termly basis and interventions ensure all pupils succeed, including SEND.

Pupils transition between Early Years and Year 1 smoothly due to clear routines and consistent practice. Pupils transitioning between RWI and Guided Reading/ focused reading use their fluency skills to progress to higher order skills of reading and more complex texts. Clear progression documents ensure that skills and knowledge are developed throughout the curriculum. Key stage transitions are managed by phase leaders with procedures and protocols (handovers with old teachers, meet new teacher day and examples of work). Secondary transition is managed well through robust liaison with secondary personnel and detailed handover documentation. Additionally, pupils attend a transfer day alongside their new peers to encourage them to feel at ease in their new environment. Raised aspirations of pupils through enterprise projects and enrichment trips linked to the curriculum or through other network opportunities ensure pupils developed confidence and cultural capital to successfully move on to the next stage of education.

Systems for teaching early reading and a culture of developing a love of reading is evidenced in that pupils are reading age-appropriate material regularly, across a range of reading genres. Test results show that pupils can infer and deduce about their reading and understand as well as being able to read fluently. A rich curriculum teaching fluency, reasoning and problem solving is embedded as pupils can move flexibly between these skills and across subjects.

(See Full IDSR Analysis)

Attainment Over Time

The school judges outcomes to be outstanding. Attainment at the end of KS2 is consistently above national levels in Maths, Grammar, Punctuation and Spelling (GPS) and is above for the combined measures of Reading, Writing and Maths. Attainment in Reading, Writing and Science is broadly in line with national averages. Progress is outstanding because, taking their different starting points into account, the proportion of pupils making and exceeding expected progress compares exceptionally well with national figures. This is sustained over a period of time.

Progress across key stages is consistently strong and evidence in children's work confirms that they achieve well at each stage of the school.

KS2 Outcomes

There is clear evidence of strong attainment from historical data to 2022 Over time measures at the end of Key Stage 2 are consistently above the national averages or at least in line with national averages. Historically, the proportions of children reaching higher levels of attainment were lower than at the national average.

KS2 Outcomes		School 2019	National 2019	School 2022	National 2022
Reading	EXS+	77%	73.0%	75%	74.0%
	GDS	32%	27.0%	12%	28.0%
Writing (TA)	EXP+	79%	78.0%	72%	69.0%
	GDS	19%	20.0%	12%	13.0%
Maths	EXS+	83%	79.0%	82%	71.0%
	GDS	33%	27.0%	22%	22.0%
Science		79%	83.0%	78%	79.0%
GPS	EXS+	90%	78.0%	85%	72.0%
	GDS	54%	36.0%	30%	22.0%
Combined R/W/M	EXS+	74%	65.0%	63%	59.0%
	GDS	14%	11.0%	3%	7.0%

Progress from KS1 to KS2

Average Progress Measures	School 2019	School 2022
Reading	1.6	-0.1
Writing	0.6	1.4
Maths	2.1	1.8

Average Scaled Scores	School 2019	National 2019	School 2022	National 2022
Reading	106	104	103	105
GPS	110	106	106	105
Maths	106	104	104	104

Context

The Year 6 Cohort in 2022 totalled 60 children (27 boys 33 girls). Of the 60 children, there were 5 children who joined the school after Y5, all 5 did not have KS1 results. 4 children arrived from a non-English speaking country (typically Italy or Bangladesh). A high proportion 40% (24) were disadvantaged and 82% (49) were EAL. There were 18% (11) pupils with SEN and of those 3% (2) with an EHCP. In 2016 only 55% of the cohort reached GLD at the end of the Early Years Foundation Stage. By the end of KS1 in 2018 there were 67% of the cohort who reached the expected standard in the combined measures of Reading, Writing and Mathematics. 100% of the children who were Higher Prior Attainment at KS1 achieved the expected level in all subjects despite the interruption during the Pandemic. 21% of the Medium Prior Attainment group achieved Greater Depth in GPS at the end of KS2.

KS1 Outcomes

KS1 Outcomes		School 2019	National 2019	School 2022	National 2022
Reading	EXS+	72%	74.9%	65%	66.9%
	GDS	10%	25.0%	9%	18.0%
Writing	EXS+	65%	69.2%	56%	57.6%
	GDS	10%	15.0%	4%	8.0%
Maths	EXS+	70%	75.6%	63%	67.7%
	GDS	10%	22.0%	9%	15.0%
Science	EXS+	71%	82.3%	68%	77.2%
	GDS				
R/W/M Combined	EXS+	63%	64.9%	54%	53.4%
	GDS	7%	11.0%	2%	6.0%

Early Years Foundation Stage and Phonics Outcomes

	School 2019	National 2019	School 2022	National 2022
EYFS GLD	71.0%	71.9%	70.0%	65.2%
Phonics Year 1	77.0%	81.9%	55.0%	75.5%
Phonics Year 2 *Cumulative	83%*	56.0%	89%*	49.0%