



Self-Evaluation Form

2022 - 2023

Christ Church CoE (VA) Primary School and Nursery

Unique Reference Number: 117473

SCHOOL BACKGROUND

Context and location:

Christ Church School is situated in Ware town centre. The majority of the pupils come from the immediate area with low levels of deprivation. A quarter of pupils come from Ware Trinity which has a more mixed social and economic background. However, the level of deprivation has recently increased. The school and church leadership and many parents have been involved in a range of actions to support families in need, for example food parcels have been delivered.

Christ Church is a Voluntary Aided Church of England primary school with a strong Christian ethos and a close partnership with the neighbouring church.

The intake to the Nursery and reception is from a wide variety of settings and reflects the varied socio-economic backgrounds of our pupils. Children join the school in the Nursery and Reception classes, with levels of skills and knowledge which are broadly in line with expectations for their age. As we strongly believe in inclusion, we continue to admit children with significant SEND and EAL needs. The number of children with SEND/EAL and other specific needs has been increasing steadily for the last three years.

The pandemic of 2020 and 2021 has also impacted the school community. Since March 2020 the school leadership has focused on keeping the children and staff safe and healthy (physically and emotionally) and building capacity to deliver the best possible curriculum under these circumstances (often delivering it through remote education).

For the last two years, particularly since May 2021, the staff have continued to establish gaps in the children's knowledge and skills across the curriculum. As a result new interventions have been set up and the curriculum has been adjusted.

In September and October 2021, the school was affected by a large outbreak of COVID-19, which resulted in low attendance in some classes and staffing issues. We experienced another outbreak in January 2022, particularly in Year 6.

SCHOOL REVIEW completed in October 2022 (reviewed in November 2022)

1. The Quality of Education

Good

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils study the full curriculum; it is not narrowed: in primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.

- The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
- Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Strengths	Areas for improvement	Objectives 2022-2023
The curriculum, in all subjects, has been reviewed. When needed, new progression plans have been introduced and are in place. The curriculum is broad, covers all the National Curriculum objectives and in many subjects is enhanced by the school's own ideas (e.g.in Yr5/6 science exploring DNA was added). The medium term plans are regularly reviewed and changes are implemented swiftly, following comments from teaching staff (every half-term). Reading is prioritised across the school, with a strong emphasis on phonics development in early reading, and reading for pleasure across the school.	1. Subject knowledge in foundation subjects (recently updated). 2. Assessment in foundation subjects – does it inform teachers about children's current knowledge and their next steps in learning? 3. Is assessment manageable?	1. To strengthen teachers' knowledge of the curriculum in the subjects recently updated. 2. To improve the effectiveness of current assessment, particularly in foundation subjects.

Evidence:

- Subject Leads plans (long and short term, progression maps)
- Fast Feedback policy
- Family Forum folder (e.g. what the children liked in lessons)
- Parental Questionnaires/surveys July 2022
- Parental comments on class dojo
- Emails from parents
- HIP Visits reports
- Governors' visits/monitoring reports
- Staff meeting and INSET agendas and minutes
- Formative and summative data (learning outcomes – Insight Tracker and Teacher Assessments – July 2022)

Objectives	Actions Led by: Lucy Croft and Jo Whitmore	Timescale	Resources Costing	Monitoring (who, what, when, how)	Success Criteria
To strengthen teachers' knowledge of the curriculum, particularly in the newly updated subjects. To improve the effectiveness of current assessment, particularly in foundation subjects.	All Subject Leads establish training needs for staff (questionnaires, surveys, staff interviews). All subject leads to observe lessons across the school in their subjects and conduct pupil book look interviews to establish strengths and weaknesses in their subjects. To create objectives for 'sticky' knowledge for each unit of work that can be used as a guide for assessment in foundation subjects. This will form the objectives on the header page placed in children's books at the start of each unit of work and can be ticked/highlighted when achieved. For teachers to have clarity that, when assessing foundation subjects, that these are to be based on the curriculum objectives for that subject and not based on their literacy skills.	November 2022 Termly Create in advance for each term for the units of work in that period over a 2-year period. Clarified in INSET days in September 2022	£2000 (staff training) Subject leadership time Subject leadership time During INSET training days/budget	SLT – half-termly by collecting staff training data Subject leaders to own their own subjects. Subject leaders to own their own subjects. Subject leaders to own their own subjects assessments.	All teachers feel confident to deliver the whole curriculum. Subject leaders feel confident that their subject is being taught in line with their expectations and the curriculum, with clear progress being seen. Teachers to feel confident in their assessment of foundation subjects by using these objectives as their marker for ARE Teachers to feel confident in their assessment of foundation subjects by using these objectives as their marker for ARE

2. Behaviour and attitudes

Good		
- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines. - Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. - There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. - Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. - Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. - Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion). - Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.		
Strengths	Areas for improvement	Objectives 2022-2023
The school has high expectations for all pupils' behaviour and conduct. School values are well established. There is a positive environment around school. School takes quick actions with regards to any cases of inappropriate behaviour, including bullying. Emotional and mental health issues are recognised and minimised by using a range of strategies, including Zones of Regulation.	- Staff training to increase understanding of the school's principles and values (with regards to the behaviour policy). - Leaders having the most accurate and up to date knowledge of current behaviour and attitudes in school (small groups, include a range of children). - Consistency of addressing low level disruption in classroom and around the school. - Persistent Absence – is too high at present (October 2022).	- To monitor stakeholders' perception of current behaviour in school effectively. - To ensure a consistent approach to agreed expectations. - To decrease the Persistent Absence rate to below the national average.
Evidence: - Family Forum folder (pupil voice) - Collective Worship folder - Behaviour Folder and Act of Kindness displays in classrooms - Mindfulness sessions. - Daily Mile - Online Safety monitoring folder (Safeguarding)		

- CPOMs and Safeguarding folder
- Minutes of the 'Aiming High for Justice' groups (adult and children)

Objective	Actions Lead person: Liz Sinclair and Ania Vaughan	Timescale	Resources Costing	Monitoring (who, what, when, how)	Success Criteria
To ensure a consistent approach to low level behaviour in classrooms and around the school. To monitor stakeholders' perceptions of	Carry out monitoring walks to establish where and when the issues occur. Revise the non-negotiable expectations (classrooms and around the school). Lead two staff meetings (one termly) to discuss and develop further the best strategies to address low level behaviour. When appropriate, add dealing with low level behaviour to teachers' appraisals. Set specific targets. Continue to carry out weekly learning walks to monitor the consistency across the school. Carry out pupil voice (a small group of children from each class) to seek children's views about low level behaviour and how it is addressed.	October 2022 January 2023 April 2023 November 2022 Weekly	INSET/staff meetings times	Fortnightly at SLT meetings Half-termly at T&L Committee meetings	All teachers will address any low level behaviour promptly; the staff will follow the agreed strategies. Low level behaviour will be minimised; children's learning and wellbeing will not be affected.

current behaviour and attitudes in school.	Explore the most effective ways of seeking views with regards to behaviour and attitude.	November 2023			
To decrease the Persistent Absence.	Prepare questionnaires/ surveys and begin to use them regularly to establish what the stakeholders think about behaviour and attitude in school.	Half-termly, starting in December 2022			School leadership will have a very accurate and up to date understanding of what stakeholders think the behaviour is across the school. Any issues can be addressed quickly.
	Review the current Attendance policy.			Weekly – Head Teacher	
	Monitor the whole school attendance monthly and the Persistent Absence weekly. Follow the agreed policy (send letters home; invite them to discuss any existing issues). When necessary, support children or their families.			Fortnightly at SLT meetings	
				Half-termly at T&L Committee meetings.	Whole school attendance is at least 95%. Persistent Absence is in line or below national averages.

3. Personal development

Good
- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. - The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. - The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics. - The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Strengths	Areas for improvement	Objectives 2022-2023
Pupils have many opportunities to develop and strengthen their spiritual, moral, social and cultural skills. Schools' values develop children's character and resilience. Our Christian values help children navigate life in modern Britain. School teaches the new RSE curriculum. Children have opportunities to develop understanding of diversity issues and celebrate each child's uniqueness.	Enhance extra-curricular provision. Strengthen children's leadership skills – increase the opportunities. Strengthen children understanding of the diversity.	1. To develop children's leadership skills. 2. To increase children's participation, disadvantaged in particular, in extra-curricular clubs.

Evidence:

- Collective Worship folder (Christian and British values)
- SIAMS Inspection (March 2020)
- School's website and school dojo (curriculum and other activities)
- Weekly Newsletters
- Children's Topic Books (curriculum)
- Family Forum Folder (pupil voice)
- Parental Questionnaires (July 2022)
- School's vision and motto – Aim High in Faith, Love and Learning + our Biblical statement
- SIAMS SEF 2021-2022

Objective	Actions Lead person: Michelle Devine and Jo Whitmore	Timescale	Resources Costing	Monitoring (who, what, when, how)	Success Criteria
To develop children's leadership skills.	Identify opportunities to create new leadership roles for children across the school.	Autumn term 2022	Cost of badges for newly appointed children.	SLT to oversee Jacqui Matthews – play leaders	Children have a range of opportunities to develop their leadership skills.

To increase children's participation in extra-curricular clubs and events.	The Eco-school project provides new opportunities for children across the key stages to take on extra responsibility.	Autumn 2022		Jo Whitmore – house captains, prefects and eco-warriors	
	Increase the number of lunchtime and after school clubs for children. Audit which children are attending clubs, keep registers and display a club board outside so that children know which clubs are taking place on which days.	Across the school year		Rachel Adams – Maths mentors Michelle Devine - Librarians Michelle Devine	There is a wide range of clubs available for children. Disadvantaged and vulnerable children attend at least one club weekly

4. Leadership and management

Good
• Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. • Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education. • Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling. • Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose. • Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. • Leaders protect staff from bullying and harassment.

- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. - Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. - The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.		
Strengths	Areas for improvement	Objectives 2022-2023
Leaders are experienced and have established an ambitious vision for school, which is shared by pupils, governors, staff and parents/carers. Safeguarding of children is of utmost importance; regular training is given. Effectiveness of safeguarding procedures is reviewed regularly. There is a clear focus on early help and putting interventions as quickly as possible.	1. Development of support staff. 2. More frequent online safety training is provided for all staff. 3. More regular monitoring of implementation of the curriculum in all subjects by subject leaders.	1. To help Support Staff develop even further professionally and personally. 2. To ensure staff is kept up to date with online safety. 3. To ensure Subject Leads can monitor their subject curriculum effectively.
Evidence: - Governors' File (visit reports) - Partnerships with other schools - Subject Leaders folders - Appraisals folder - SLT/staff meetings agendas and minutes - Safeguarding folder (Head Teacher's office) and CPOMs (electronic recording system).		

Objective	Actions Lead person: Michelle Devine and Ania Vaughan	Timescale	Resources Costing	Monitoring (who, what, when, how)	Success Criteria
To help Support Staff develop even further	Arrange meetings for LSAs team on regular basis, with established agenda.	Start in September	Leadership time for Deputy Head and SENCo.	Fortnightly at SLT meetings	Support Staff feel valued and have opportunities to develop professionally.

professionally and personally.	Arrange professional conversations (appraisals). Send a Support Staff survey to obtain their views.	2022, then fortnightly. Twice a year (Autumn and Summer Terms)	Release time for LSAs (away from classes).	Half-termly at T&L Committee meetings	Staff feel confident at dealing with online safety issues. They can help children stay protected while using the Internet.
To ensure staff is kept up to date with online safety.	Deliver termly training for staff on online safety. Establish staff confidence at understanding the most current issues faced by children.	January and April 2023	Release time for Subject Leads (covered by LSAs) Staff meetings (half-termly) and INSET days (two days).		Subject leaders can make an accurate judgement on how well their subject curriculum is taught and learnt.
To ensure Subject Leads monitor their subject curriculum effectively.	Actions plans/Subject reports to be updated termly.	December 2022 March 2023 July 2023			

5. The quality of Early Years education

Good
- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. - The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.
- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the 'Statutory framework for the early years foundation stage', which set out the personal, social and emotional development (PSED) area of learning). Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including details about the school's method of teaching reading and how to help their children learn to read.
- Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially for Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.

Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.		
Strengths	Areas for improvement	Objectives 2022-2023
Staff is very experienced and has excellent knowledge and understanding of all the areas of the EYFS curriculum. The curriculum is well planned and structured. All subjects start in the EYFS and give children strong foundation to build on in Year 1. Phonics are taught well. There is a sharp focus on vocabulary, which is planned and then modelled by all adults working in the EYFS. Staff create engaging environment, which promotes learning and continuous development. Children are taught how to stay healthy and regularly engage in physical activities.	- Consistency of core texts used. - The range of children's vocabulary. - Improving the outdoor provision.	- Further development of core texts in the EYFS. - To enhance children's vocabulary. - The environment enables more purposeful play.
Evidence: - On-going assessment (observations) - Tapestry comments/records - Parental comments - Children's books/work/displays - Training record of staff		

Objective	Actions	Timescale	Resources	Monitoring (who, what, when, how)	Success Criteria
	Lead person: Lucy Croft and Liz Sinclair		Costing		
To further develop core	Create an EY book spine to contain core quality texts to be covered.	To be completed by Dec 2022	Time out of class for class teacher and EY Leader.	MD to review once completed	EYFS will have a book spine completed.

texts across the EYFS. To strengthen children's vocabulary across the EYFS.	Ensure all staff are: • modelling good speech and language skills. • Daily reading using expression • Talking with children (Expanding what children say by repeating and building on it; using parallel talk and self-talk.) • Singing songs and rhymes, role play • Language rich environment – key words on display, prompts for adults	To be completed by July 2023		Learning walks termly by LS/LC Pupil progress meetings spring and summer LS/LC	Children's C&L will improve from 62% in nursery and 87% in Reception
To develop further the outdoor provision.	Ensure outdoor area has opportunities to develop learning in all areas. Ensure that the environment is not static and is continually adapted to the needs and interests of the children	To be completed by July 2023	Working party to upcycle areas.	Learning walk termly by LS/LC	Children are engaged and interacting with all areas of their outdoor learning.

1. Overall effectiveness

Good
The quality of education is at least good. All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good. Safeguarding is effective.
Strengths

- The quality of teaching, learning and assessment is at least good.
- All other key judgements are good.
- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- Safeguarding is effective.

Evidence:

- School Improvement Plan 2021-2022 and SEF 2022-2023
- HIP reports (Autumn Visit 2021, Spring Visit 2022 and Summer Visit 2022)
- Safeguarding AUDIT (LA May 2022)
- SIAMS SEF 2022 -2023
- SIAMS report (March 2020)
- Governors reports/minutes
- Parental Survey July 2022
- Staff Survey November 2022
- IDSR – November 2022