




### School Self-Evaluation Summary

<b>SCHOOL</b>	Water Mill Primary School	<b>CO-HEADTEACHERS</b>	Mrs Paula Rudd + Mr Martin Hill Ms Nina Makrinov	<b>DATE:</b>	September 2024
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SECTIONS		SUMMARY EVALUATION
<b>1</b>	<b>SCHOOL CONTEXT</b> 	<p>Water Mill Primary School is a smaller than average community school with a pan of 210. However being so close to the University of Birmingham and the Queen Elizabeth Hospital means that many of our pupils are temporarily at our school whilst their parents study or complete placements at these two institutions. We therefore have high mobility with roughly a third of our pupils leaving each year being replaced by new pupils, most of whom are new to English. This also means that we are one of the few schools in the local area that has places and we therefore take children through the 'Fair Access Protocol' and other pupils newly arrived to the country. Our DfE stability measure in 2024 was 44.9 compared to 79.5 nationally. This also affects our budget as the number on roll in October each year is invariably lower than in the following July. This high mobility is a challenge that staff manage exceptionally well and all staff and pupils value the diversity that this brings to the school.</p> <p>The school has a higher percentage of boys to girls with 54.9% boys currently. The school does continue to have a very high proportion of pupils from minority ethnic groups (73.9%). We are proud to say that we have pupils from over 28 different countries and over 30 different languages are spoken in school by our pupils. Around half of our pupils speak English as an additional language.</p> <p>Our percentage Pupil Premium is currently reported as 42.7% (National Averages for Ever 6 FSM are currently well below this at 25.9%) we believe that this would be higher if all those entitled claimed; some do not claim for a variety of reasons despite encouragement from the school.</p> <p>0.5% (1) of our pupils have an EHCP; which is below National average. 1% (2) of our pupils have an SSPP. 16.5% (34) are receiving SEN support which is above the National average.</p> <p>The school is 'hidden' at the end of a small close and is not visible from any main roads therefore we have to make sure that our presence is advertised through social media, community events and through local nurseries and pre-schools. Our reputation for providing for pupils new to the country has led to us being a named provider for visiting professionals at the Queen Elizabeth Hospital and recommendations from parents studying at the University. In parent voice surveys all parents say that they would recommend our school to others.</p> <p>Community involvement is a strength of the school. Parents are welcomed and involved in the life of the school and we support in the local community through events and planned engagement activities. We currently hold the 'Gold Arts Mark', 'Music Mark' and gold 'Skills Builder' awards.</p> <p>Behaviour, attitudes and personal development are strengths of the school. Pupils are very well-behaved and enjoy learning. Parent and pupil voice surveys comment on the excellent behaviour of pupils.</p> <p>Attendance has historically been lower than we would like due to pupils leaving and remaining on roll until a school is confirmed and a few pupils who continue to have time away from school. The picture is improving as a result of our interventions though with a 10.3% improvement in persistent absence for last year compared to the year before (around 5% lower than national levels) and whilst our overall attendance levels aren't yet in line with target levels they are better than both the previous years and the national figures.</p>

Contextual Information		
School Context Overall		
Current Year 2024-2025 Autumn Term		
Number on roll	206	
%Boys/Girls	54.9	45.1
% Disadvantaged (Pupil Premium)	42.7	
% Child in need, Common Assessment Framework, Child Protection	1	
% Cared for children	0	
% from Minority Ethnic Groups	73.9	
% EAL	50.5	
% of pupils SEND (Disabled and those who have special educational needs)	16.5	

**Staffing changes/issues:**

The school has 2 co-head teachers. Mr Rudd (0.6) has been Headteacher at the school for 8 years and has reduced her days this year. Mr Hill has been at the school as DHT for 6 1/2 years and is now Headteacher for 0.5 and DHT for 0.3. The school has a long serving AHT and have appointed a second AHT to ensure full leadership capacity. Our Year 6 and Year 5 (AHT) teachers are new to the school, we have a second year ECT in year 2.

**Class Context** (Autumn Term 2024-25)

Class	Total	% Boys	% Girls	SEND	% SEND	FSM	% FSM	EAL	% EAL	Leavers	Joiners	Total through class
R	28	64.3	35.7	2	7.1	7	25.0	15	53.6	1	*	29
1	29	37.9	62.1	5	17.2	8	27.6	12	41.4	6	9	39
2	30	73.3	26.7	2	6.7	13	43.3	16	53.3	5	11	37
3	31	41.9	58.1	4	12.9	13	41.9	19	61.3	16	23	50
4	30	56.7	43.3	7	23.3	16	53.3	13	43.3	24	24	52
5	28	57.1	42.9	3	10.7	13	46.4	17	60.7	35	43	68
6	30	53.3	46.7	11	36.7	18	60.0	12	40.0	42	44	74

**Absence and Exclusion**

Absence	2021/2022	2022/2023	2023/2024			
% Persistent absentees (absent for 15 or more sessions)	27.07	28.8	17.2			
% sessions missed due to overall absence	8.9	7.8	6.0			
Exclusions (No)	0	0	1			
Permanent exclusion (No)	0	0	0			
% Attendance – whole school	91.06	92.1	94.0%			

**2 School improvement priorities 2024-25**

**To ensure that leadership at all levels enables all pupils to succeed and to have an excellent education in our school.**

**To ensure a clear writing process in the school curriculum where all staff understand and teach the agreed process. Ensuring writing is well structured, detailed and uses age appropriate GPS. Ensure writing is based on in-depth studies of rich, high quality texts**

**To develop the oracy skills of pupils to enable successful discussion, inspiring speech and effective communication. Recognising the importance that oracy has in improving the quality of teaching and learning**

**3 PROGRESS IN PREVIOUS INSPECTION KEY ISSUES**

PREVIOUS INSPECTION DATE  
June 2022

OUTCOME OF PREVIOUS INSPECTION

2

**Inspection Development Points**

- Teachers do not always make use of assessment effectively in the foundation subjects to pick up pupils' misconceptions. Consequently, they do not consistently identify gaps in pupils' learning. Leaders should continue to support teachers in their use of assessment in order to enable them to make accurate assessments of pupils' knowledge and understanding in the foundation subjects.
- Some subject leaders are new to their roles. They have only recently started to check what happens in their subject. This means that they are not able to evaluate fully the effectiveness of their subject. Leaders should ensure that these subject leaders develop their monitoring and evaluation so that they can provide better support to teachers.

**Actions towards above 2023-24**

- Leadership training
- Implementation of new assessment practices for foundation leaders
- Continuing to provide Subject specific CPD for subject leader
- Subject leader book reviews and feedback
- Paired learning walks, monitoring and feedback

**4** **QUALITY OF EDUCATION**  
**Outcome Grade 2**  
(Ofsted grade 2)

**Strengths:**

**Curriculum design and coverage:** (See Curriculum Intent Statement, Mission Statement and Water Mill Promise)

- There is an ambitious, broad and balanced curriculum in place that is designed to develop the knowledge and skills of all pupils, particularly disadvantaged and pupils with SEND.
- A review of the curriculum is almost fully completed ensuring key concepts are being taught effectively.
- There is full coverage of the National Curriculum.
- Priority is given to key focus areas in each subject which are revisited in subsequent years to ensure gaps are addressed and to embed prior learning.
- Knowledge is built in a sequenced, focussed and explicit manner
- The curriculum is designed to reflect the diversity of our school.

**Teaching and learning:** (See Teaching and Learning Policy)

- Teachers have good knowledge of the subjects they teach and are supported well by subject leaders.
- Teachers present subject matter clearly and provide clear feedback to pupils verbally and where appropriate in writing.
- Learning is clearly sequenced and adapted as necessary in response to assessment of pupils' work.
- Teaching is planned to build upon prior learning and to integrate new knowledge.
- Assessment is used effectively in core subjects to address misconceptions, gaps and to plan future learning.
- Assessment procedures clearly identify gaps that teachers and leaders can ensure are addressed.
- Pupils are able to apply mathematical knowledge, concepts and procedures appropriately.
- Teachers and support staff are very effective at supporting newly arrived pupils in their learning and the majority quickly progress so that they are working at a similar level to their peers.
- Pedagogy has been a particular focus this year through the 'Walk Thrus' programme.

**Environment:**

- The environment encourages independence through accessible materials and carefully selected, quality resources.
- Working walls are used well to promote, develop, reinforce and value learning.

**Reading:**

- Reading and phonics are prioritised and take place daily.
- There is a clear rigorous approach to the reading curriculum and to the teaching of phonics.
- Quality texts are available in every classroom, the school library and the reading caravan.
- Pupils enjoy reading and read widely and often. They make rapid progress, so that they are working within or above age related expectations.

**Impact:**

- Progress by the end of KS2 is well above average and attainment is above national and improving year on year. (See end of year assessment results)

Key Actions 2023-2024	Impact
<ul style="list-style-type: none"> <li>• Development of pedagogy through Cognitive Science CPD and Walk Thrus (including scaffolding, adaptive teaching, effective intervention and explicit modelling).</li> <li>• Review of assessment marking / assessment</li> <li>• Introduction of 'rapid keep up' intervention to address gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Children receiving higher quality verbal feedback as a result of more effective questioning. Schemas are being developed in a considered manner that will continue to be built on.</li> <li>• Activities for SEND pupils more closely related to age related expectations. GAP closing with peers.</li> <li>• Shift of focus from written marking to high quality verbal feedback, informing both summative and formative assessment</li> <li>• Rapid and focussed response to errors/gaps that arise during learning ensure children can keep up with challenge in class without needing to miss long periods of other subjects.</li> </ul>

		<ul style="list-style-type: none"> <li>• Developed a best practice approach to adaptive teaching,</li> <li>• Completion of the 3 year Writing Hub/ Little Wandle support strategy</li> <li>• Full curriculum review implemented across the school (including progressing vocab acquisition plan)</li> <li>• Maths mastery training through the maths hub and purchase of more resources.</li> <li>• Develop communication and language of EFYS pupils. EFYS Oracy CPD</li> <li>• Ensure teachers own speaking, listening and writing skills support pupils in developing their own language and vocabulary well.</li> <li>• Prioritise interventions especially for those with SEND.</li> <li>• Increase challenge, especially for disadvantaged and SEND pupils.</li> <li>• Quickly identify gaps and misconceptions in foundation subjects so that these are addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Great examples shared with staff and strategies becoming embedded to ensure all children access the lessons learning effectively, stepping up to the challenge.</li> <li>• All but a small proportion of year 1 pupils with very specific needs are reading at a competent level by the end of year 1. Effective catch up strategies had led to strong and sustained improvement in reading for year 2 children, new joiners and older SEND children.</li> <li>• Curriculum is sequenced, focussed and explicit, building on prior learning and embedding knowledge more effectively.</li> <li>• Facilitating measurable improvements in teaching and learning across the school</li> <li>• More time given to core subjects so that gaps could be addressed.</li> <li>• Continuing to sustain stronger outcomes in maths with the master approach embedded, particularly in ks1</li> <li>• Use of 'Welcom' to address communication and language gaps in EYFS effective in improving these areas. Oracy Cambridge approach being developed and informing good practice across the school.</li> <li>• All pupils have made greater progress. Attainment is above national and LA .</li> </ul>
		<p><b>Development points 2024-2025</b></p> <ul style="list-style-type: none"> <li>• Develop maths subject leadership (contingency planning) to ensure sustained gains</li> <li>• Embed new assessment procedures</li> <li>• Develop Oracy across all subject and year groups including CPD focussing on EAL language acquisition</li> <li>• Implement refined Writing sequence of learning with more time for creativity, critique and redrafting</li> <li>• Applying new vocabulary in writing across all subjects – pupils know more and remember more and can apply this knowledge in appropriate contexts</li> <li>• Review Reading spines to ensure higher levels of challenge in chosen texts.</li> <li>• Raise profile of Multiplication across the school, building on the Maths Hub mastery programs and effectively utilising TTRS to utilise challenge and competition.</li> </ul>	<p><b>Impact</b></p>
<p><b>5</b></p>	<p><b>BEHAVIOUR AND ATTITUDES: Outcome Grade 1/2 (OFSTED 2)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• All staff have high expectations for pupils' behaviour and there are clear standards for what is expected that have been shared with pupils and parents/carers.</li> <li>• Parent voice surveys are overwhelmingly positive about behaviour of pupils in school. On the very infrequent occasions that parents who have raised concerns about bullying, they have been immediately investigated and addressed in line with our KIVA, evidence informed approach.</li> <li>• Pupil voice surveys are also very positive about behaviour in the school, they reported no concerns to Ofsted about bullying and knew they could go to any adult for support.</li> <li>• Monitoring from lesson observations, learning walks, pupil conversations and book reviews show that the majority of pupils are confident and take pride in their work, the school and themselves.</li> <li>• Pupils' attitudes to their education are positive.</li> <li>• The use of 'positive attitudes to learning' (Owstanding skills) has resulted in pupils being more aware of areas that they need to improve so that they become 'expert learners' Our SEL curriculum is sequenced, active, focussed and explicit, in line with EEF guidance.</li> <li>• Pupils generally make good progress because of these positive attitudes.</li> </ul>	

		<ul style="list-style-type: none"> <li>• CPOMS is used to ensure accurate records are kept with regard to any incidents and that appropriate actions are taken.</li> <li>• There are clear rules, rewards and consequences that were agreed through discussions with the whole community and for those few pupils experiencing difficulties support is available through individual support plans.</li> <li>• Pupils' attitudes to their education are very positive. All pupil and parent voice surveys report that they enjoy coming to school. Our vision that all pupils will be proud of their achievements is being achieved because all pupils know that they are making progress and can talk confidently about their own strengths and areas for development. They enjoy learning, being challenged and taking responsibility for supporting others in the classroom and around school.</li> <li>• Pupils are respectful of staff and each other. Being a small school they all know each other and the older pupils are very good at supporting younger pupils in the playground and around school. New pupils to the school are effectively welcomed and supported by staff and pupils in line with an evidence informed approach.</li> <li>• Relationships between staff, pupils and parents are very positive.</li> <li>• Pupils are safe and feel safe.</li> </ul>				
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6	<b>PERSONAL DEVELOPMENT Outcome Grade 1 (Ofsted grade 1)</b>	<p><b>Strengths:</b></p> <p>'Personal development is exceptional' Ofsted 2022</p> <ul style="list-style-type: none"> <li>• At Water Mill personal development is at the heart of everything that we do and its impact is seen in and out of the classroom. We believe in an education rooted in the values, skills and knowledge that will equip them for the future and for life in modern Britain and beyond.</li> <li>• We believe personal development is about helping our pupils grow and develop as independent, caring individuals; preparing them for the adult world and allowing them to make sense of the world around them.</li> <li>• Skills to support effective learning attitudes are taught through the 'Skills Builder Programme' and through PSHE/RSE and citizenship activities. These all link to our values of creativity, respect, caring and integrity which are encouraged and reinforced through discussion, learning and assemblies. We have achieved the Gold award in the 'Skills Builder Programme' identifying us as a 'Flagship School' for the programme.</li> <li>• We do this through: <table border="1"> <tbody> <tr> <td> Skills builder activities throughout all curriculum areas  PSHE and citizenship lessons – debates and discussions– e-safety - staying safe – healthy body, healthy minds  Collective worship  Religious education  RSE lessons and activities  A weekly value or skill focus  Reinforcing our values and British values through lessons and every day activities  Values and Democracy Days </td> <td> Encouraging healthy eating; breakfasts and mid-morning fruit  Participating in sporting and performing arts events  Community visits and events  Visits to museums, churches and local places of interest  Visitors into school; representatives from different religious groups, members of the local community, drama workshops etc.  Residential visits </td> </tr> </tbody> </table> </li> </ul>	Skills builder activities throughout all curriculum areas PSHE and citizenship lessons – debates and discussions– e-safety - staying safe – healthy body, healthy minds Collective worship Religious education RSE lessons and activities A weekly value or skill focus Reinforcing our values and British values through lessons and every day activities Values and Democracy Days	Encouraging healthy eating; breakfasts and mid-morning fruit Participating in sporting and performing arts events Community visits and events Visits to museums, churches and local places of interest Visitors into school; representatives from different religious groups, members of the local community, drama workshops etc. Residential visits		
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		<p>Celebrating diversity through festival days Exploring the cultures, heritage and beliefs of our pupils Charity projects and charity fund raising Junior PCSO group Peer Mentoring group School Council and ECO Council Daily after school clubs Leadership opportunities CBSO &amp; Royal Ballet</p>	<p>Structured homework and access to online learning resources Enterprise and careers weeks Nurture group and Early Help support Transition House teams and events Health &amp; safety events e.g. 'Villa Vision', 'Teddy Bears Hospital', 'St Johns'</p>
		<ul style="list-style-type: none"> <li>Newly arrived pupils are welcomed and the diversity of the school is valued. There have been very few incidents relating to bullying, prejudice or stereotyping.</li> <li>Equality and diversity are celebrated through assemblies, PSHE, citizenship, RSE and the curriculum.</li> <li>The School Council and ECO Council are active in school promoting environmental issues and sharing ideas for school improvement. They lead on some school events for example Red Nose Day &amp; Children in Need.</li> <li>Pupils are given leadership opportunities, for example corridor, register, assembly etc. monitors and they respond appropriately to these opportunities showing maturity and respect. They are polite and respectful of other pupils and adults.</li> <li>Through assemblies, the curriculum and clear expectations pupils learn how to keep themselves safe, including when online, and healthy and how to build positive relationships. 'Healthy body, healthy minds', 'Safety Week' and 'Internet Safety Day' were used to reinforce staying healthy and safe. Pupils are also taught about keeping safe through 'Protective Behaviours' and PSHE/RSE activities.</li> </ul>	
		<b>Key Actions 2023-2024</b>	<b>Impact</b>
		<ul style="list-style-type: none"> <li>Recognising and developing the talents of disadvantaged pupils.</li> <li>Increased afterschool club provision offering a wider range of clubs and activities for children across the school</li> <li>Developing pastoral support, especially for those in highest need.</li> <li>Monitor the impact of cultural capital experiences. Further develop the after school offer for all pupils and monitor take up of offer.</li> </ul>	<ul style="list-style-type: none"> <li>More pupils attended after school activities and take up from disadvantaged pupils increased.</li> <li>Effective management of any reported bullying issues and prevention.</li> <li>Sustained Gold Skills Builder Award 2024-2027</li> <li>Achieved an outstanding grade from Ofsted.</li> </ul>
		<b>Development Points 2024-2025</b>	<b>Impact</b>
		<ul style="list-style-type: none"> <li>PD calendar ensures balanced and consistent delivery of high quality cultural capital opportunities for all children</li> <li>Sustain and refresh the after school club cycle, keeping a record of all clubs running and pupil engagement, particularly the most disadvantaged.</li> <li>Effective utilization of a greater oracy focus across the school, linking with speaking, listening, teamwork and leadership strands of our 'Owl-standing skills' to more effectively develop skills/ disciplinary knowledge</li> <li>EAL / Oracy development ensures new joiners / EAL children quickly and confidently engage in the learning community</li> </ul>	
<b>7</b>	<b>LEADERSHIP AND MANAGEMENT: Outcome Grade 1/2  (Ofsted Grade 2)</b>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>The school has clear vision and values that were discussed with the whole school community. They form the foundation for all activities and decisions made in the school. Teaching and learning, personal development, behaviour and attitudes and leadership and management all centre on these and our mission statement.</li> <li>We are all ambitious for our pupils and want them to be proud of what they have achieved because we have high expectations and standards. Leaders and governors have a clear understanding of the challenges facing the school.</li> <li>High quality CPD is delivered by subject leaders. Most subject leaders have taken part in external training and networking meetings. Senior leaders are or have recently completed the NPQH and middle leaders the NPQSL or NPQSEND.</li> <li>All teachers are leaders of their own subject areas. Middle leaders take responsibility for core subjects and meet regularly with senior leaders to discuss, prepare for and action school improvement. Leaders are effective in supporting learning in their subject areas.</li> <li>Careful management of finances ensures that the school has a healthy budget.</li> <li>Safeguarding is robust. All appropriate checks are made and all staff and governors receive appropriate training so that we make sure that our pupils are safe. Early help is effective in supporting families most in need.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Senior leaders ensure that consideration is given to the wellbeing and workload of staff when any decision or change is discussed. The school has a trained senior lead for mental health and wellbeing and a mental health first aider.</li> <li>• Governance is effective. Governors hold senior leaders to account, ensure the school fulfils its statutory duties and ensure that resources are managed well.</li> <li>• The leadership and management of the use of the pupil premium funding and sports funding are effective. Pupils have participated in well-organised effective sporting activities and the gap between disadvantaged pupils and other pupils is diminishing.</li> <li>• Pupil and community engagement is highly effective; parents are very positive about the school.</li> <li>• Leaders actively use research to support school development. Through BEP, Consortium, The Arthur Terry Teaching School Hub and The Research Schools Network they offer advice and support to other leaders and schools.</li> <li>• Last year, the Headteacher was asked to support the improvement of a local school following an inadequate Ofsted rating. During this period the Deputy and Assistant Headteacher acted up. Upon her return, the Headteacher has reduced her contract to 3 days a week (0.6). The Deputy Headteacher was appointed to Co-headteacher for 2.5 days (allowing an overlap) and is DHT for the remainder of his week (0.8). A second, class based AHT was appointed to ensure full leadership capacity.</li> <li>• The headteacher was a mentor and key to success partner through BEP. She is now a facilitator for NPQ programmes. The Deputy / Co-Headteacher is an Evidence Lead in Education for the EEF Research Schools Network and provides strategic oversight for the University of Birmingham's ITT program through their Education Advisory Group.</li> <li>• External monitoring of leadership and management is strong.</li> </ul>				
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8	<b>EARLY YEARS: Outcome Grade 1/2 (Ofsted Grade 2)</b>	<b>Strengths:</b> <ul style="list-style-type: none"> <li>• The ambitious curriculum follows the requirements of the new Early Years Foundation Stage and provides interesting and challenging activities so that pupils make rapid progress towards the Early Learning Goals. Children's interests are included and parents contribute to planning by sharing their child's likes and dislikes and their achievements.</li> <li>• Observations of the children's learning, following on from an accurate baseline assessment, provide the teacher with a clear understanding of the skills, knowledge and understanding of pupils. Therefore, activities planned are suitably challenging and sequenced.</li> <li>• Developing vocabulary and communication skills are a key focus.</li> <li>• All pupils access books daily and reading is planned to enable all pupils to be confident at reading simple words and sentences and for them to develop a love of reading.</li> <li>• The needs of all individuals are carefully planned for so that all children, including those with SEND and disadvantage make progress.</li> </ul>				

		<ul style="list-style-type: none"> <li>The many new initiatives introduced into early years have contributed to an excellent learning environment where pupils make very good progress. Systems for assessment ensure that staff are fully aware of the development areas of pupils and planning is adjusted to make sure these are met.</li> <li>The needs of individuals are carefully monitored and those that require additional support are given effective interventions so that they make rapid progress.</li> <li>Pupils read or are read to every day. They are enthusiastic about reading and access the class library independently.</li> <li>Safeguarding is effective and welfare requirements are met. Pupils are taught about keeping healthy and safe and about developing effective relationships.</li> <li>Relationships with parents are excellent. Parent voice surveys report that parents feel supported and included. Parents are welcomed and are encouraged to contribute to assessments and to learning. Workshops are delivered to help to support parents and help them to understand how they can support learning at home. Regular newsletters add to effective communication.</li> </ul>					
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		<ul style="list-style-type: none"> <li>Continue to embed and sustain both Phonics and speech and language interventions to ensure all children enter year 1 in line with national expectations. Closing the initial baseline gap</li> <li>To develop the oracy skills of pupils to enable successful discussion, inspiring speech and effective communication. Recognising the importance that oracy has in improving the quality of teaching and learning.</li> <li>To ensure a clear writing process in the school curriculum where all staff understand and teach the agreed process. Ensuring writing is well structured, detailed and uses age appropriate GPS. Ensure writing is based on in-depth studies of rich, high quality texts.</li> </ul>					
9	Overall Effectiveness Outcome Grade 2 (Ofsted Grade 2)	<ul style="list-style-type: none"> <li>The leadership team has set a clear direction for the school with high expectations for all pupils and staff.</li> <li>The leadership team has a clear and accurate understanding of the quality of education at the school which has helped them to plan actions to improve key aspects of the school's work.</li> <li>The curriculum is ambitious and clearly identifies progression in skills, concepts and knowledge that pupils will learn over the course of their time at the school. It reflects the ever changing diversity and cohort of the school and the key elements of the vision of; pride in their achievements, being creative and independent learners and being prepared for their future in modern Britain.</li> <li>New initiatives have had a clear impact and teaching and learning continues to improve.</li> <li>Progress of pupils by the end of KS2 is well above average and attainment is improving year on year, with results above national and the LA.</li> <li>Parents, pupil and staff comments following surveys and through meetings are very positive.</li> <li>Systems for measuring progress have improved and teachers are held accountable for standards.</li> <li>Safeguarding procedures are good and meet current government guidelines.</li> <li>The governing body support the school well. Governors keep up-to-date with training on important matters such as safeguarding and also keep a careful check on spending.</li> <li>The school is a caring, family community with strong vision and values reflected across the school.</li> <li>Leaders have established a strong ethos where pupils show very high levels of courtesy and respect for others. Leaders have equipped pupils with a strong sense of values.</li> <li>The sustained improvements made in the past years provide evidence of a strong capacity to improve the school even further.</li> </ul>					