

Ofsted Feedback



Safeguarding

Safeguarding is strong. Staff had relevant training and could articulate policy and processes. Pupils felt safe. Systems were in place and there is a good safeguarding culture and knowledge around the school.

Quality of Education

Maths:

Good sequencing of learning. Clear links to previous learning. Clear progression across the school. Good use of formative and summative assessment.

Overall maths is very strong.

Reading & Phonics:

Good sequencing of learning and clear progression of reading across the school. A good tracking system and support is quickly identified and put into place. Children's reading books are matched to their phonics level.

Key stage 2 pupils show a love for reading. They were able to discuss different authors and genres and were able to articulate preferences and reasons for this.

Phonics teaching and progression is strong. We need to commit to one complete systematic synthetic phonics programme.

All key stage 2 teachers need to be phonics trained.

Reading: it is advised that teachers have a progression map for reading for each year group (EYFS – Y6) and broken into terms.

Overall reading is very strong.

History:

Very well organised sequencing of learning, strong links to previous learning and cross-curricular links. Mapped out key concepts for each area of history taught (in each theme).

Books – although little evidence due to start of the year, work matched the sequence of learning / planning.

Most teaching was strong – strong subject knowledge, good use of vocab, good use of sources & good level of challenge.

Pupil voice – children were able to articulate their previous knowledge and made links to the period of history they were currently learning about. They used the vocab taught and their knowledge demonstrated challenge.

History has been designed and developed well. Now it needs to be embedded over time.

Art:

Well organised sequencing of learning, strong links to previous learning.

Pupils were able to articulate previous learning and were able to make links. Children could talk confidently about artists they have studied and started to develop a preference. Sketch books matched to all the elements of the curriculum.

The work done around art now needs to be embedded.

Computing, geography & D&T:

Well organised sequence of learning for these subjects. Children demonstrated good knowledge through pupil voice. The curriculum is challenging and builds on previous knowledge. Great depth for coding (computing).

To continue to develop the sequence of learning with intentional links – adapting the history model to all subjects.

Key area for development: to continue to develop all foundation subjects so that sequencing of learning incorporates strong intentional links to previous learning and cross-curricular links and that key fundamental concepts of learning are clear for each subject.

Long term plans / overviews need to start from reception – all subject leaders to be familiar with how their subject fits with the new EYFS framework.

SEND

SENDCO is strong and has an excellent understanding of her role.

Needs are identified promptly. The right level of support is put in place. Evidence of work being differentiated, 1:1 support and interventions used well. EHCP plans show achievable targets and follow the correct process. Paperwork is thorough. There is an inclusive culture throughout the school. The school works effectively with a range of outside agencies to support children's needs.

Behaviour and Attitudes

Behaviour and behaviour for learning is good. Children were able to articulate our learning behaviours and how they show them during their learning. Particular examples were given for KS2 children when talking about computing, history and reading – acknowledging that they had really good subject knowledge.

Learning walk showed children were generally on task and worked well with each other. Children supported each other's learning.

Whole school values are embedded and children refer to them naturally and show a good level of understanding.

Reference was made to the learning behaviours of our reception children during the EYFS observation. The inspector hadn't observed 4 years old demonstrating resilience, concentration and independence in the way that our children were showing.

Personal Development

PSHE / RSE

The curriculum is well planned and sequenced. Children were able to articulate their learning. They made reference to the quality books they have used to help them articulate their knowledge and understanding. Children's knowledge and understanding was age appropriate. They were able to discuss more sensitive issues maturely and feel safe to discuss / explore the curriculum in school - inspectors spoke to groups of children specifically about same sex families, checked children's understanding of different terminology e.g. lesbian, gay etc. Children articulated well how they are taught to keep safe and how they feel safe in school.

It was recognised that we offer a good range of after school clubs which are well attended and a good range of trips to enhance learning experiences. Children were enthusiastic about the roles and responsibilities they have. Children were able to talk about diversity and equality and demonstrated high levels of respect. They confidently talked about the value lines in their classes and how they use them. Children talked about how they feel valued and safe in school.

Children were knowledgeable about different cultures and beliefs and were enthusiastic about learning about differences. Children showed the inspectors displays in the school that promoted equality and diversity and were able to talk about their contribution and the meaning behind the displays.

Inspectors recognised that we had good community links and supported charities and again children were able to talk about these confidently.

EYFS

Teacher has strong knowledge and understanding of the EYFS curriculum. She understands the new framework and plans are in place to personalise and embed the new curriculum.

Pupils have settled well and already are showing a mature attitude in their environment. They are clearly enjoying the range of activities and there is challenge in the provision. The inspectors observed sustained concentration, resilience and engagement from the children. The children interacted well with each other and demonstrated good team work. Children were very articulate and they all showed their love for listening to stories.

A good strong focus and challenge on vocabulary in reception.

Transition from nurseries to reception is well planned and transition from reception to Year 1 is good.

Developments: To continue to develop the new framework, personalising and developing the new curriculum and making strong links with the national curriculum (whole school long term plans).

To make sure all subjects leaders have a strong understanding of where the learning starts in reception.

Leadership and Management

The inspector noted that leadership and management was strong and that there was a clear vision and plan.

Subject leaders are given time and training to be able to lead their subject.

The school development plan shows a clear direction and the work around the priorities is evident. Staff were able to articulate the School Development Plan.

The curriculum design is ambitious and continues to be developed in subjects. The lead inspector commented that the planning for history was the strongest she had seen so far. History, science and art were noted to be strong subjects and they could see already how geography, D&T and computing were now being developed further.

Monitoring – we have a good monitoring system in place which allows all subjects to be able to improve. The inspector did point out that our full monitoring schedule was paused due to Covid but recognised that the same system was in place before the pandemic.

Their findings showed that staff felt supported by the SLT and that SLT are approachable.

Parents / Carers Views

The inspectors indicated that they had a high number of responses from the parent/carer survey and spoke to 12 parents at the school gate.

The responses were extremely positive:

- Well informed and happy with progress their child is making
- Staff are approachable
- Children are well cared for
- Good, regular communication
- Behaviour at school is good
- SLT are approachable and strong
- It is a family friendly school

Overall the inspectors recognised that the school is in a strong position, the curriculum is ambitious and there is a clear plan to develop all subjects to enable children to know more and remember more and make meaningful connections.